DOCUMENT RESUME

ED 131 606 EC 082 960

TITLE A Coordinated Community Approach to Physical Education and Recreation for the Handicapped. Final Report of the Special Project.

INSTITUTION New York State Education Dept., Albany. Div. for Handicapped Children.

SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

BUREAU NO H213260-B

PUB DATE Aug 75

GRANT OEG-0-72-4303

NOTE 263p.; Some pages may reproduce poorly due to legibility of original

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage.

DESCRIPTORS Community Resources; *Cooperative Programs; Demonstration Projects; Elementary Secondary Education; Exceptional Child Education; *Handicapped Children; *Physical Education; *Recreation; Regional Programs; *State Programs

IDENTIFIERS *New York

ABSTRACT

Presented is the final report of a special 2-year project to provide coordinated community services in the area of physical education and recreation for the handicapped in New York State. Described are activities for the following project objectives: development of a mechanism to achieve more cooperative planning, programing, and servicing at the local and state levels; identification of the priority needs of the handicapped; the expansion and diversification of training opportunities for personnel; improvement of teacher competencies and existing programs; initiation of new programs; and improvement of local, regional, and state communications. Noted are use of the state level Planning and Development Team and the Regional Task Force Committee. The major portion of the document consists of appendixes such as a chronology of project activities, summaries of various conference proceedings, a listing of teacher competencies, and public awareness materials. (DB)

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FINAL REPORT

OF THE

SPECIAL PROJECT

A COORDINATED COMMUNITY APPROACH TO PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

BEST COPY AVAILABLE

AUGUST 31, 1975

This project was made possible by funding awarded to the University of the State of New York, Board of Regents, State Education Department, Division for Handicapped Children, by the United States Office of Education, Bureau for Education of the Handicapped, Division of Training Programs, Grant Number OEG-0-72-4303, Project Number, H213260 B, PL91-230.

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I. Workshop, Focus II on the Handicapped (June 7, 1974; Purchase, New York) by Westchester Committee

J. Workshop on Meeting the Needs of the Handicapped (September 21, 1974; Buffalo, New York) by Erie Committee

K. Conference on Training of Teachers of Special Physical Education at the College and University level (December 2-3, 1974; Albany, New York)

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ACKNOWLEDGEMENTS

As can be expected of an undertaking so broad and multifaceted as this Project, a large number of individuals were instrumental in its origin and active in its execution.

First and foremost, the guidance and advice of Mr. William Hillman of the United States Office of Education, Bureau for the Education of the Handicapped, is gratefully acknowledged.

Members of several New York state agencies originated the Project. The proposal was developed by Mrs. Dorothy Buehring, State Education Department, Bureau for Mentally Handicapped Children, in cooperation with Dr. George Grover,, Director of the Division of Physical Education and Recreation; James Arles, Deputy Commissioner of State Department of Parks and Recreation; and Richard Ciccolella, Director of State Division for Youth.

Other persons active in the planning and development of the Project included Mr. Reginald Brown, Director of Outdoor Recreation Activities Planning, Department of Parks and Recreation; Mr. Joseph Petrosino, Field Representative, State Division for Youth; and Mr. Theodore Kurtz, Associate, State Education Department.

From its inception, the Project drew its impetus from the staff of the State Education Department's Division for Handicapped Children, Bureau for Mentally Handicapped Children. Mr. Raphael Simches, Division Director, acted as Director of the Project; Dr. Ronald Ross, Bureau Chief, served as Project Administrator. Mr. Joseph Gilmore, Director of the Special Project for Competence-based Teacher Education rendered advice and gave supervision to many Project functions.

The Project's staff members were housed in the Bureau for Mentally Handicapped Children. During the Project's first funded year 1972-73 (Planning Phase), Mr. John Grant organized Regional Committees and initiated Project functions. From August 1973 to May 1975, Mr. David Szymanski was Project Coordinator.

The Chairmen of the three Regional Committees deserve special acknowledgement. They volunteered their time and

efforts to serve as the cohesive force of each Committee and to further the Project's goals. Especial thanks to Mt. Joseph Conway, Supervisor of Special Recreational Services, Westchester County Department of Parks and Recreation and Conservation; Dr. Ronald French, Assistant Professor, State University College at Brockport, Monroe County Committee Hairman; Mr. Thomas MacKinnon, Commissioner of Erie County Parks and Recreation, Chairman of Erie County Committee.

Project interns each worked diligently for and with their respective Committees, and for the Project. Mr. Matthew O'Connell, (Westchester Committee), Mrs. Nancy Harkin (Monroe Committee), and Mr. Daryl O'Rourke (Erie County) were the interns during the project's operational year.

Last, but by no means least, thanks are extended to Miss Donna Shadick who served as Project Secretary for three years. Mr. Nicholas Argyros collected the material for and wrote the text of the final report.

PREFACE

The text of this report was prepared by extracting the salient material and information from the files, reports and archives of the Project. The risk of omission attends any effort to condense or edit. It is hoped that all germane material has been included in this attempt to relate and present a complete and balanced overview as culled from the ten cubic feet of Project files and documents which were created over the past three years.

All editorial decisions related to the contents of this report were guided by the dictum of usefulness to the reader. That is, while serving as the summative record of major Project activities, this report is intended to be useful to persons concerned with expanding the field and scope of physical education and recreation for persons with handicapping conditions.

INTRODUCTION

The initial proposal for the Planning grant and Demonstration Project for Physical Education and Recreation for the Handicapped was a direct result of the concern relative to the opportunities available to the handicapped in these significant areas. Interest was generated at the Northeast Regional Conference, co-sponsored by the Bureau for the Education of the Handicapped and George Washington University in the fall of 1971 in Washington.

The New York State representatives at this conference returned to Albany and conducted a two-day planning session in December, 1971. A large and diverse group of educators and administrators attended. From the ensuing exchange of information, it became evident that:

1. Many handicapped were not being reached by programs presently in existence;
2. The programs being offered were predominantly youth oriented;
3. Most programs were primarily concerned with physical education instructional programs;
4. Geographical areas existed in the State where very little was being done in physical education and recreation;
5. In areas where programs were in existence there was little coordination in planning and operation among agencies;
6. The mechanism did not exist in the state or local level to effectively coordinate public, non-public, and private resources, often resulting in a proliferation of effort.

The outcome of this meeting was the first year's planning grant (1972-73) awarded by the United States Office of Education to the Board of Regents of the University of the State of New York for the amount of $25,000. This permitted the hiring of a half-time coordinator and a secretary to conduct the Planning Phase of the Project.

In order to devise and develop a mechanism at the local and state level to achieve more cooperative planning, programming, and servicing of physical education and recreation for the handicapped, the following was done:

1. A New York State Planning and Development Team was created;

2. A New York State Advisory Council was developed;

3. Task Force Committees were set up in three prototype areas to survey the situation, to determine the needs of the client population, to insure communication between all interested agencies, and to cooperatively plan and program for the future. The areas selected were Westchester, Tompkins, and Monroe Counties.

Funding for Phase II (1973-1974) in the amount of $37,823 allowed for the hiring of a full-time Project Coordinator who further developed and conducted activities to carry out the Project's objectives.

The award of $63,425 for Phase III (1974-75) resulted in fuller implementation and expansion of Project activities. In all phases of the Project, the functions could not have been successfully conducted without the supplemental funding and personnel support supplied by several State agencies and numerous regional agencies.

PROJECT OVERVIEW

A COORDINATED COMMUNITY APPROACH TO PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

NEW YORK STATE EDUCATION DEPARTMENT
OFFICE FOR THE EDUCATION OF CHILDREN WITH HANDICAPPING CONDITIONS
BUREAU FOR MENTALLY HANDICAPPED CHILDREN

I. Statement of Problem

Physical education and recreation programs for handicapped children and youth, with few exceptions, are not adequate to meet the needs of the handicapped. In most regions in New York State, such programs are not sufficient with respect to number of programs, extent of services offered, or numbers of qualified staff to conduct programs. This Project sought to alleviate the existing shortage of trained professional, para-professional and volunteer personnel who are capable of providing physical education and recreation programs for the handicapped. The Project also sought to stimulate local and state agencies to direct available resources toward developing and expanding such programs.

II. Objectives

The objectives of the Project were: I. to devise and develop a mechanism at the local and state level to achieve more cooperative planning, programming and servicing; II. to identify the needs of the handicapped and develop priorities for satisfying these needs; III. to provide for the expansion and diversification of training opportunities for all personnel; IV. to improve teacher competencies and upgrade the quality of existing programs; V. to initiate new programs; VI. to improve local, regional and state communications.

III. Rationale

In meeting the Project's objectives, a two-level approach was used: (1) a state-level Planning and Development Team, consisting of representatives from seven state agencies and from local agencies geographically distributed across the state, was created to coordinate and promote interagency communication; (2) a Regional Task Force Committee was established in each of three counties selected to serve as proto-types and models for other counties in the development of interagency coordination among local agencies and services. Project staff worked full-time at establishing and maintaining statewide coordination among and berween state-level and local-level agencies. Three half-time interns, one in each of the proto-type counties, worked during the past year to promote the coordination of services and the establishment of new programs and activities based on each county's unique needs.

IV. Methods and Procedures

In the two years in which the Project was operational, the objectives were met in the following ways: I. the state Planning and Development Team and the three Regional Committees continue to function with revised and expanded objectives; II. in each proto-type county the Regional Committee surveyed the physical education and recreation services currently offered to the handicapped and made local and state agencies aware of the needs that still exist; III. three state-level institutes were held to provide training in program evaluation and to plan the development of teacher preparation programs; IV. seven regional workshops and seminars were conducted to provide in-service training to interested professionals, para-professionals, volunteers and parents; V. two of the proto-type counties have established full-time permanent positions to maintain and extend the function and role of the part-time intern; VI. participating in this Project have been seven state-level agencies, five colleges, and over twenty-five local and regional agencies.

V. Dissemination of Results

In the three participating counties, indices of programs, personnel and services for the handicapped have been compiled for use by parents and professionals; local news media coverage was given to workshops open to the public; Project personnel presented at nine state or national conferences.

OBJECTIVE I: To devise and develop a mechanism at the local and state level to achieve more cooperative planning, programming and servicing.

ACTIVITIES

A. PLANNING AND DEVELOPMENT TEAM

A planning group was formed in early 1971 comprised of representatives of several state agencies concerned with promoting physical education and receation for handicapped children. Members of this group were instrumental in formulating and carrying to fruition the initial proposal for Federal funding. After the first planning year, the planning group became a more formalized body, the Planning and Development Team, which has pioneered the development of coordination functions among agencies during the operational phase of the project.

Since September 1972, the Planning and Development Team has been composed of 14 representatives from the following agencies:

- New York State Education Department:
    - Division for Handicapped Children
        - Bureau for Mentally Handicapped Children
        - Section for Emotionally Disturbed Children
        - Special Education Instructional Materials Center
    - Division of Physical Education and Recreation
- New York State Division for Youth
    - Bureau for Delinquency Prevention and Youth Development
    - Bureau of Field Representatives
- New York State Department of Parks and Recreation
    - Division for Outdoor Recreation Activities Planning
- New York State Department of Mental Hygiene
    - Division of Educational Services
- Representatives from each of the Regional Task Force Committees

The Planning and Development Team has convened 14 times. Although the funding for the Project expired as of August, 1975, members of the Team have agreed that the need for periodic meetings continues to exist. As a group, the team will continue to determine the needs for the planning, programing and servicing of physical education and recreation activities for handicapped children and will propose measures to alleviate those needs.

In order to coordinate the broad and numerous functions of the Project during its operational years, a full-time staff member for the Project established and maintained a statewide focus among agencies. The duties and responsibilities of the Project coordinator are included in the job description listed in Appendix

B. ADVISORY COUNCIL

The Advisory Council was created to offer a broadly based and diversified input of professional opinion. The Council has convened for three meetings, two in conjunction with the Planning and Development Team. Because of the wide geographical distribution of the Advisory Council, it was not cost effective to meet with greater frequency. Nevertheless, the Project staff consulted with individual members of the Council when specific advice was needed.

The Advisory Council was composed of professionals associated with a variety of institutions across New York State. These include the following:

School of Education
    New York University

Director
    Department of Physical Education and Recreation
        West Irodequoit High School

Chief Program Analyst
    New York State Department of Mental Hygiene

School of Health, Physical Education and Recreation
    Ithaca College

Director of Recreation
    Association for Retarded Children
        Rochester, New York

Supervisor of Special Recreational Services
    Department of Parks and Recreation, and Conservation
        White Plains, New York

Director
    Recreation for Tompkins County
        Ithaca, New York

Director of Programs and Services
Department of Parks and Recreation and Conservation Commission
White Plains, New York

Commissioner of Recreation
Town of Bedford, New York

Physical Education and Recreation Department
State University College at Cortland

Director of Recreation
United Cerbral Palsy Association
New York City Chapter

Director of Educational Services
New York State Department of Mental Hygiene

Director
Monroe Developmental Services

Director
Bureau of Health, Physical Education and Recreation
New York City Public Schools

Health, Physical Education and Recreation Department
State University of New York College at Brockport

C. REGIONAL TASK FORCE COMMITTEES

In order to plan, execute and coordinate project-related activities at the local level, Regional Task Force Committees were formed in each of three counties. These counties were selected to act as models for other counties in New York State and were chosen so as to represent three general demographic types: urban, suburban, rural. These proto-type committees were established in the counties of Monroe, Westchester and Tompkins.

The Regional Committees were organized by project staff in the Fall of 1972. The membership of each committee was intended to be broadly based; the committees were composed of personnnel from such regional institutions as:

a. County of municipal parks and recreation departments;
b. School districts (administrators and program specialists);
c. Developmental services centers;
d. Colleges with teacher preparation programs in physical education and recreation.

Each Committee met several times throughout 1973 for the purpose of planning activities to carry out the project's objectives and to develop functions which would address the specific needs of each region. Each Committee conducted a survey to assess the extent of existing needs for programming and services in physical education and recreation for handicapped.

At the end of 1973, the Tompkins County Committee concluded that there was insufficient funding in the Project to warrant the additional administrative encumberance which their participation implied and opted to leave the project. This committee expressed the intent to continue their coordination efforts at the regional level.

In the spring of 1974, a Regional Committee was formed in Erie County to replace Tompkins County. The three Regional Committees continued to meet during 1974 and 1975. Each Committee conducted at least one workshop or seminar in their respective regions of the state.

In order to coordinate Project activities among the various agencies within each region and between the Regional Committee and the state agencies, each Committee appointed a half-time intern sponsored by the Project. The three interns worked during the last operational year to promote inter- and intra- agency communication and to carry out Project activities within each county based on each region's needs and priorities. Job descriptions for the interns are included in Appendix P.

OBJECTIVE II: To identify the needs of the handicapped and develop priorities for satisfying these needs.

ACTIVITIES

Prior to planning training activities, each Regional Committee devised a survey designed to gather information about local programs in physical education and recreation. The results of the survey were to assist each Committee in establishing the priorities of needs to be met by the Project.

Surveys were conducted by the Monroe and Westchester County Committees, with administrative assistance from the Project staff, in early 1973. The Committee in Tompkins County did not find a survey format appropriate to their requirements prior to leaving the project. The Erie County Committee was added to the Project at a date too far advanced to initiate a survey; the priority of needs in Erie County had already been established.

The survey instruments used in Monroe and Westchester counties are included in Appendix D.

All members of the Planning and Developing Team, Advisory Committee and Regional Committees were also surveyed in order to determine the general direction of the Project. By rank ordering a list of issues and concerns, a set of Project priorities was established. A copy of the instrument used in this survey is included in Appendix D.

OBJECTIVE III: To provide for the expansion and diversification of training opportunities for all personnel.

ACTIVITIES

Numerous activities were sponsored by the Project to carry out this objective.

A. INTERN TRAINING

The Project interns attended a three-day training session in Albany in the Fall of 1974. The purpose of this training was to exchange information about each Regional Committee's activities and to plan for integrated and coordinated functioning among the three counties. In addition, the interns were familiarized with the personnel who staff the various State bureaus and agencies which are involved with the education of handicapped children and with physical education and recreation.

B. INSERVICE TRAINING

The Westchester County Regional Committee, in conjunction with teaching faculty from New York University, conducted a series of 12 training seminars for physical educators and community recreation administrators. Twenty-four persons were enrolled in the seminars which took place at approximately weekly intervals from September to December, 1974. Further details of these seminars are contained in Appendix N.

C. WORKSHOPS, CONFERENCES, INSTITUTES

Each Regional Committee conducted at least one workshop during the Project's operational years. These workshops were co-sponsored by various regional agencies and by the Project. Additional information is detailed on the following pages.

FOCUS ON THE HANDICAPPED: FIRST ANNUAL WORKSHOP FOR PHYSICAL EDUCATION AND RECREATION

DATE: May 25, 1973

PURPOSE: To provide an opportunity for professionals in area of physical education and recreation for handicapped children to promote an increased awareness on the part of public officials and administrators regarding the needs and responsibilities for services for handicapped and to develop effective means of communication.

PARTICIPANTS/ATTENDEES: Teachers and directors of special education and physical education, school administrators, municipal recreation department directors and staff, local government officials, state agency representatives. handicapped children from six school districts.

ACTIVITIES: Introductions of personnel; demonstrations by handicapped children in gymnastics, aquatics, music, arts and crafts, physical fitness, etc; six roundtable discussions by participants.

INSTITUTE ON ISSUES AND CONCERNS IN PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED CHILDREN

DATE: November 17-18, 1973

PURPOSE: To raise and discuss some of the issues confronting physical education and recreation at both state and local levels; to develop a coordinated plan for action at state and local levels.

PARTICIPANTS: Members of Planning and Development Team, Advisory Council, and each Regional Task-Force Committee.

ACTIVITIES: Meetings and discussions.

For a summary of Institute proceedings, see Appendix E.

CONFERENCE ON TEACHER COMPETENCIES

DATE: January 16-18, 1974

PURPOSE: To refine materials on task, competencies, and learning experiences for leadership in physical education for handicapped children.

PARTICIPANTS: Faculty, staff and students of New York University, Division of Health Education, Physical Education and Leisure Studies, and Project staff.

ACTIVITIES: Meetings to revise and react to listing of tasks, competencies and learning experiences for teachers of physical education for handicapped children.

For a summary of Conference proceedings, see Appendix F.

FITNESS AND FUN FOR THE HANDICAPPED

DATE: March 1 and 2, 1974

PURPOSE: To present to parent groups and organizations representing the handicapped the opportunity to observe demonstrations of and to participate in explanations of physical education and recreation programs.

PARTICIPANTS/ATTENDEES: Parents and volunteers; teachers and directors of physical education; recreation directors; state agency representatives; students in special education programs.

ACTIVITIES: Panel discussions, narrative summary presentations, eight film presentations, demonstrations of physical education and recreation activities by handicapped children, video tape presentations. For an outline of Workshop Program, see Appendix H.

FOCUS ON THE HANDICAPPED: SECOND ANNUAL WORKSHOP FOR PHYSICAL EDUCATION AND RECREATION

DATE: June 7, 1974

PURPOSE: To develop awareness on the part of public officials, administrators and the public regarding the needs and responsibilities for services in the area of physical education and recreation; to foster communication to coordinate inter-agency programs; and to offer opportunities for in-service training for professionals, para-professionals and volunteers.

PARTICIPANTS/ATTENDEES: School administrators, teachers and directors of physical education and special education, volunteers, concerned parents, community leaders, public officials, state agency representatives, handicapped children.

ACTIVITIES: Introductions and opening remarks; demonstrations in gymnastics, arts and crafts, swimming, floor hockey; slide presentations; five workshop discussions in "Leisure Experiences for the Handicapped," "Volunteers as Effective Program Motivators," "The Law and the Handicapped," "Physical Education and Recreation in the School Setting," "Conception, Planning and Implementation of Programs." For an outline of Workshop Program, see Appendix I.

MEETING THE NEEDS OF THE HANDICAPPED

DATE: September 21, 1974

PURPOSE: To provide a forum where those concerned with accomodating the needs of the handicapped can exchange different ideas and learn about new ideas in the field.

PARTICIPANTS/ATTENDEES: Social service agency directors and staff, local government officials, teachers and directors of special education, school administrators, college students, municipal recreation department directors and staff, federal and state agency representatives.

ACTIVITIES: Welcome and keynote address; demonstrations in floor hockey, swimming, gymnastics and physical therapy; film presentations; six panel discussions.

For an outline of Workshop Program, see Appendix J.

WORKSHOP ON EVALUATION

DATE: March 25 - 26, 1975

PURPOSE: To present methods and procedures of the discrepancy evaluation model; to design and plan models for prototype counties; to draft recommendations for other counties and for New York State.

PARTICIPANTS: Members of Planning and Development Team, Advisory Council, Regional Task Force Committees, invited guests.

ACTIVITIES: Instructional presentation of discrepancy evaluation model; discussion sessions.

A WORKSHOP ON PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

DATE: April 25, 1975

PURPOSE: To try out workshop model in a geographic area not serviced by any of the three regional prototypes; to provide opportunity for staff and members of Regional Committees to coordinate workshop activities.

PARTICIPANTS/ATTENDEES: Primary, special education and physical education teachers; therapeutic recreation specialists; psychologists; administrators; students; handicapped children.

ACTIVITIES: Introductions of personnel; demonstrations by handicapped children; panel discussions.

For an outline of Workshop Program, see Appendix L.

FOCUS ON THE HANDICAPPED: THIRD ANNUAL WORKSHOP FOR PHYSICAL EDUCATION AND RECREATION

DATE: May 2, 1975

PURPOSE: To review the legislative process and the existing and proposed legislation dealing with the handicapped.

PARTICIPANTS/ATTENDEES: Municipal and county officials; state senator; state agency representatives; personnel from volunteer organizations, social service agencies, community colleges and universities, school districts, parks and recreation agencies and mental health agencies.

ACTIVITIES: Three workshops dealing with laws and proposed legislation in areas of social services and mental hygiene, parks and recreation, and physical education; and luncheon presentations.

For an outline of Workshop Program, see Appendix M.

OBJECTIVE IV: To improve teacher competencies and upgrade the quality of existing programs.

ACTIVITIES

Teacher preparation colleges have not to any large extent implemented programs of teacher training in physical education and recreation for handicapped children. In order to encourage the development of such programs and in order to explore the feasibility of instituting a special category of state teacher certification in physical education and recreation for handicapped children, a two-day conference of interested persons was conducted in December, 1974. An outline of this conference appears below.

CONFERENCE ON TRAINING OF TEACHERS OF SPECIAL PHYSICAL EDUCATION AT THE COLLEGE AND UNIVERSITY LEVEL

Date:
December 2-3, 1974

Purpose:
To raise and discuss some of the issues regarding teacher training and regarding special certification of teachers of physical education for handicapped children.

Participants:
Members of Planning and Development Team, Advisory Council, and each regional Task Force Committee.

Activities:
Meetings and discussions.

For a summary of proceedings, see Appendix K.

OBJECTIVE V: To initiate new programs, to devise model in proto-type counties, to meet with and to promulgate Project information to county managers and parks and recreation personnel.

ACTIVITIES

The three Regional Committees were instrumental in carrying out this objective. The Departments of Parks and Recreation in Westchester and Erie counties have created professional positions to originate, organize and conduct recreation programs for handicapped. In both cases, the incumbent Project interns were hired to fill these positions.

Models were devised for Westchester and Monroe counties for the purposes of organizing Regional Committees, conducting a survey of needs assessment, conduction workshops, organizing a resource bureau, publishing a brochure and performing other Project-related functions. The implementation model evolved by the Project is included in Appendix C. A set of guidelines for organizing Regional Committees is included in Appendix B. Other models devised for the Project do not have sufficient generality or applicability to be of use as prototypes and therefore are not included in the report.

Project interns and other staff were active in communicating with county managers and parks and recreation personnel in the proto-type counties the Project's functions and acitivities.

OBJECTIVE VI: To improve local, regional and state communications.

ACTIVITIES

The office of the Project became a focal point for intercommunication about physical education and recreation for handicapped children. In addition to the coordination of agencies described in objective I, and in addition to the communication functions related to the activities described in the other objectives, the following functions were performed.

A. LOCAL-REGIONAL LEVEL

Members of each Regional Committee were active in carrying out the objectives of the Project. The interns participated in the communication effort with meetings and telephone calls to parents, teachers, school district personnel and municipal and county officials.

The Monroe County Committee prepared, published and distributed a brochure describing physical education and recreation programs in the region. This compilation was a comprehensive, up-to-date, multi-agency listing of existing or on-going programs and was aimed at informing parents and other interested persons of locally available services and activities. (See Appendix O).

B. STATE LEVEL

The Project's State office responded to requests for material or information related to the Project and requests from prospective job applicants. Project personnel attended and/or participated in statewide workshops, seminars and conferences as well as the New York State Special Olympics. To convey information about the Project, the staff gave presentations to groups of students and teachers at three colleges and one high school. Visits were made to summer recreation programs in participating counties. In addition to meetings with members of the Planning and Development Team and Advisory Council, Project staff met on occasion with local government officials and state legislators to convey the need for legislative and funding support for physical education and recreation activities.

C. NATIONAL LEVEL

Project personnel attended and/or participated in national conferences as follows:

National Parks and Recreation Conference
Council on Exceptional Children Conference
National Physical Education and recreation meeting (Washington)
New York State Association of Health, Physical Education and Recreation Conference
American Association of Health, Physical Education and Recreation Conference
National Physical Education and Recreation meeting (Hershey, Pa.)
National Physical Education and Recreation meeting (Atlantic City, N. J.)
National Physical Education and Recreation meeting (Lexington, Ky.)

A chronology of these local, state and national activities is included as Appendix A.

In addition, workshop proceedings and other documents were prepared for distribution (see Appendices E, F, G, K). Five thousand copies of a brochure describing the project were distributed nationwide at the beginning of the operational phase. A copy of this brochure is included in Appendix O. Project-related activities were occasionally publicized in newsletters and newspapers. These articles are reproduced in Appendix O.

VII SUB-OBJECTIVES FOR 1974-1975

For the final Project year, 1974-1975, six subobjectives supplemented the six main objectives described in the proceeding sections. These subobjectives are:

1. tocause local committees to develop programs for pre-school multi-handicapped, visually impaired, severely emotionally handicapped, retarded, and others.

2. to attune people statewide to the need for programs geared to handicapped children.

3. tofacilitate statewide dialogue on the issue of physical education and recreation for handicapped children.

4. tocause colleges and universities to develop courses benefiting both special education and general education students in the area of physical education and recreation for the handicapped.

5. to initiate dialogue among general education personnel and parents on the issue of physical education and recreation for the handicapped.

6. todocument the basis upon which future planning may occur.

ACTIVITIES

It is difficult to determine which project activities, if any, were specifically designed to meet these subobjectives. In general sense, almost all project activities contributed to a greater or lesser degree toward advancing these goals.

The evaluation of the Project's outcomes vis a vis the six subobjectives is somewhat problematic. It appears that there were no specific activities addressed to meeting these subobjectives. In addition, because of the wording of and the nature of the subobjectives themselves and because of the absence of on-going documentation or data, the outcomes are difficult to assess. For example:

1. The objective "to cause local committees to develop programs for pre-school handicapped" can be considered inappropriate since members of the local committee were not tasked with this goal. Indeed, the development of pre-school programs would not have constituted effective use of the professional competencies of the committees.

2. The extent of success attributable to the Project in meeting the subobjective "to attune people statewide to the need for programs" is impossible to assess. Undoubtedly parents, volunteers, teachers, administrators and others who attended the Project's workshops and conferences were apprised of the need for programs.

3. The meetings of the various components in the Project (e.g. Planning and Development Team and Regional Committees) can be considered as addressing the objective "to facilitate statewide dialogue...." However the degree of the facilitation and the extent of the dialogue is indeterminable.

4. At this time, it is not known whether Project activities have "caused colleges and universities to develop courses...." The Project's conference on December 2-3, 1974 was aimed at preparing a position statement regarding the "Training of Teachers of Special Physical Education at the College and University Level." If the recommendations of this conference are followed by colleges and universities, subobjective four will have been carried out.

5. As in subobjectives 2 and 3, the intent "to initiate dialogue among general education personnel and parents...." is found in the Project's workshops, conferences and meetings. The extent of dialogue cannot be determined from the data available.

6. Subobjective 6 "to document the basis upon which future planning may occur" is met in part by the minutes of meetings, by conference and workshop proceedings, and by this final report.

APPENDIX A

APPENDIX A

Chronology of Project Activities

A. Meetings, Workshops, Conferences and Institutes conducted by and for the project.

1. September 16-18, 1971, Regional Conference on Training Program the Handicapped.
2. December 1-2, 1971; Albany, New York, Workshop on Defining State-wide Needs in Physical Education and Recreation for the Handicapped; proposal preparation for planning Phase I.
3. September 27, 1972; Albany, New York, Organizational Session Planning and Development Team.
4. October 2, 1972; Ithaca, New York, Organizational Session of Advisory Council, Concurrent with First Statewide Conference on Physical Education for Handicapped Children and Youth.
5. December 14, 1972; Albany, New York, Meeting of Planning and Development Team to prepare for project development (Phase I
6. January 16, 1973; Albany, New York, Meeting of Planning and Development Team to implement Phase II.
7. February 20, 1973; Albany, New York, Meeting of the Planning and Development team to prepare needs survey.
8. April 3, 1973; Albany, New York, Meeting of the Planning and Development Team.
9. May 25, 1973; Mamaroneck, New York, Westchester County, First annual Workshop "Focus On the Handicapped".
10. June 18-19, 1973; Albany, New York, Joint conference of Planning and Development Team and Advisory Council.
11. September 13, 1973; Albany, New York, Meeting of the Planning and Development Team to plan for Phase III.
12. November 17-18, 1973; Rensselaerville, New York, "Institute Issues and Concerns in Physical Education and Recreation for the Handicapped." (See Proceedings in Appendix E).
13. January 16-18, 1974; New York City, Conference on Tasks, Competencies and Learning Experiences for Teachers of Physical Education for the Handicapped." (See outline in Appendix G).

14. February 26, 1974; Albany, New York, Meeting of the Planning and Development Team.

15. March 1-2, 1974; Rochester, New York, Monroe County Workshop Fitness and Fun for the Handicapped" (See Program in Appendix H).

16. March 25-26, 1974; Rensselaerville, New York, "Workshop on Evaluation/Recommendation in Physical Education and Recreation for the Handicapped."

17. June 7, 1974; Purchase, New York, Westchester County Second Annual Workshop "Focus II on the Handicapped." (See Program in Appendix I).

18. Fall, 1974; Westchester County, beginning of Ten-week training seminars for directors of municipal recreation departments and directors of physical education (See Appendix N).

19. September 21, 1974; Buffalo, New York, Erie County Workshop "Meeting the Needs of the Handicapped." (See Appendix J).

20. September 26, 1974; Albany, New York, Meeting of the Planning and Development Team.

21. December 2-3, 1974; Albany, New York, Conference on "Developing a Position Statement on the Training of Teachers in Special Physical Education at the College and University Level" (See Proceedings in Appendix K).

22. February 28, 1975; Buffalo, New York, Erie County Workshop "Building Barriers and How They Affect the Handicapped."

23. April 25, 1975; Schenectady, New York, pilot workshop and demonstration in region not served by model counties. (See Program in Appendix L).

24. May 2, 1975; White Plains, New York, Westchester County Third Annual Workshop "Focus III On the Handicapped - Law and Pending Legislation in Physical Education and Recreation for the Handicapped." (See Program in Appendix M).

25. June 23, 1975; Albany, New York, Meeting of Planning and Development Team.

26. July 8, 1975; Albany, New York, Meeting of Planning and Development Team.

B. Other Functions attended by Project staff, including speaking engagements.

1. September 29 - October 2, 1973; Washington, D. C.: To attend National Parks and Recreation Convention and meet with BEH Project Directors.
2. October 11-14, 1973; Syracuse, New York: To attend, participate and present at the State Council for Exceptional Childrenn Annual Conference.
3. November 2-4, 1973; Kerhonkson, New York: To attend annual state conference of New York State Association of Teachers of Mentally Handicapped.
4. November 9, 1973; Cortland, New York: To attend annual physical education conference Cortland College.
5. December 5-7, 1973; Washington, D. C.: To attend the National Conference on Program Development, Needs and Evaluation of Physical Education and Recreation for Handicapped Children and Youth. (See Report in Appendix F).
6. December 18-19, 1973; Iowa City, Iowa: To attend a working session at the University of Iowa to develop a model in physical education and recreation services.
7. January 23-27, 1974; Lake Liameslia, New York: To attend and present at the Annual Conference of the New York State Association of Health, Physical Education and Recreation.
8. March 29 - April 2, 1974; Anaheim, California: To attend National Conference of the American Association of Health Physical Education and the national symposium of BEH Project Directors.
9. April 18, 1974; New York City: To attend the International Council for Exceptional Children Convention.
10. April 19, 1974; New York City: To attend and give presentation at symposium conducted at New York University - "Meeting the Socio-Recreative needs of Handicapped."
11. May 5-7, 1974; Monticello, New York: To attend annual conference of New York State Parks and Recreation Society.
12. May 14-16, 1974; Glenmont, New York: To assist with the operation of the CBTE conference.
13. June 15, 1974; Syracuse, New York: To attend New York State Special Olympics.

14. August 15-16, 1974; Brockport, New York: to attend and present at the annual State University College's summer workshop in physical education for Handicapped.

15. August 17, 1974; Washington, D. C.: To attend the National Therapeutic Recreation Society's FOCUS in Cooperation with the President's Committee on the Handicapped.

16. September 30, 1974; Monticello, New York: To attend and present at the Annual Conference of the New York State County Officers Association.

17. October 7-9, 1974; Brockport, New York: To attend and present at the first National Symposium on "Piaget and the Special Physical Educator" and visit the adult physical education program at the State University College.

18. October 17-24, 1974; Denver, Colorado: To attend the National Recreation and Parks Association Conference and the BEH Project Director's meeting.

19. October 29-31, 1974; Glenmont, New York: To assist in conducting the conference on competence-based teacher education.

20. November 8-9, 1974; Buffalo, New York: To attend and present at the annual New York State Council for Exceptional Children Conference.

21. November 23-24, 1974; Oceantownship, New Jersey: To visit a training mini-workshop developed in conjunction with Project ACTIVE.

22. December 11-13, 1974; Washington, D. C.: To attend the National Symposium of BEH Project Directors in Physical Education and Recreation for the Handicapped

23. February 3-6, 1975; Hershey, Pennsylvania: To attend the Project Aquatics Workshop.

24. February 7-9, 1975; Iowa City, Iowa: To discuss Therapeutic Recreation models.

25. March 12-16, 1975; Atlantic City, New Jersey: To attend the National Convention of the American Association of Health, Physical Education and Recreation and the BEH Project Directors' meeting.

C. Field Visits conducted by project staff.

1. October 24-26, 1972; Ithaca, New York: To initiate meetings with Tompkins County representatives of Task Force Committee.

2. November 21, 1972; Rochester, New York: To organize Monroe County Task Force Committee.

3. November 28, 1972; White Plains, New York: To organize Westchester County Task Force Committee.

4. December 1, 1972; Valhalla, New York: To acquaint Westchester County Developmentally Disabled Coordinating Council to the special project.

5. December 7-8, 1972; Ithaca, New York: To organize Tompkins County Task Force Committee.

6. January 18, 1973; White Plains, New York: To meet with Westchester County Task Force Committee.

7. January 30, 1973; Ithaca, New York: To meet with Tompkins County Task Force Committee Chairman.

8. February 15, 1973; White Plains, New York: To meet with Westchester County Task Force Committee.

9. February 20-21, 1973; Ithaca, New York: To meet with Tompkins County Task Force Committee.

10. February 27, 1973; White Plains, New York: To attend meeting Westchester County Task Force Committee.

11. April 9-10, 1973; Rochester, New York: To analyze results of survey conducted by Monroe County Task Force Committee.

12. April 24, 1973; Mamaroneck, New York: To participate in a workshop planning session for the training of leadership personnel.

13. May 17, 1973; White Plains, New York: To attend a meeting of Westchester County Task Force Committee.

14. June 11, 1973; Ithaca, New York: To meet with Tompkins County Task Force Committee.

15. June 15-16, 1973; Cortland, New York: To attend and assist at New York Special Olympics.

16. June 27-28, 1973; Ithaca, New York: To review summer recreational program in Tompkins County and meet key persons connected with

Task Force Committee.

17. July 19-20, 1973; Rochester, New York: Same as above for Monroe County.

18. July 30-31, 1973; Bedford, New York: Same as above for Westchester County.

19. September 17-20, 1973; Rochester, New York: To visit school physical education programs and attend Task Force Committee meeting.

20. September 25, 1973; Ithaca, New York: To meet with chairman of Tompkins County Task Force Committee.

21. October 22-23, 1973; New York City: To attend a planning session for a jointly sponsored conference between New York University and the special project.

22. October 30, 1973; Washington, D. C.: To attend a planning session at George Washington University in preparation for a statewide institute.

23. November 10, 1973; Syracuse, New York: To attend regional State Special Olympics meeting.

24. December 1, 1973; Plattsburgh, New York: To outline a proposal requesting Federal money to support preschool program for handicapped children.

25. December 21, 1973; Fraser, Michigan: To visit an open classroom mental retardation program at the Jonas Salk Elementary School.

26. January 4, 1974; New York City: To participate in planning meeting to refine materials on tasks, competencies and learning experiences in physical education for the handicapped.

27. January 10, 1974; Albany, New York: To meet with New York State Commissioner of Local Government.

28. January 21, 1974; Rochester, New York: To attend a workshop planning meeting with Monroe County Task Force Committee.

29. January 23, 1974; White Plains, New York: To attend a planning session for Focus II.

30. January 28, 1974; Buffalo, New York: To explore the feasibility of developing a reading program using music as the primary motivator.

31. January 29, 1974; Buffalo, New York: To review an early education

program and discuss the value of integrating physical education and recreation skills into the program.

32. February 7, 1974; Rochester, New York: To attend workshop planning session of the Monroe County Task Force Committee.

33. February 8, 1974; Boston, Massachusetts: To assist Massachusettes State Legislative Education Committee in drafting comprehensive education bill.

34. February 20, 1974; White Plains, New York: To attend a joint meeting of the Development Coordinating Council Recreation Committee and the Westchester Task Force Committee.

35. February 25, 1974; Ithaca, New York: To discuss future concerns of project with Tompkins County Task Force Committee.

36. March 8-9, 1974; Charlottesville, Virginia: To meet with members of the Center of Research and Evaluation, University of Virginia, to plan a workshop on evaluation.

37. March 20, 1974; Rochester, New York: To attend meeting of Monroe County Task Force Committee.

38. March 21, 1974; White Plains, New York: To discuss plans for workshop for professionals.

39. April 17, 1974; White Plains, New York: To draft a proposal for funds to conduct a 10-week in-service training seminar.

40. April 25, 1974; White Plains, New York: To attend a workshop planning session.

41. April 29, 1974; Brockport, New York: To discuss the project with special physical education majors at the State University College.

42. April 30, 1974; Buffalo, New York: To meet with the newly formed Erie County Task Force Committee Chairman.

43. May 30, 1974; Buffalo, New York: To attend meeting of the Erie County Task Force Committee.

44. June 17, 1974; Buffalo, New York: To attend meeting of the Building Barriers Action Committee.

45. June 27, 1974; White Plains, New York: To develop a series of training seminars.

46. July 22, 1974; Buffalo, New York: To attend joint meeting of

the Erie County Task Force Committee and the County Executive's Advisory Council.

47. July 29-30, 1974; Rochester, New York: To introduce Erie County representatives to the Monroe County Task Force Committee for program planning.

48. August 20, 1974; Washington, D.C.: To meet with Project Officer in order to explore additional funding resources in physical education and recreation.

49. September 20, 1974; Rochester, New York: To attend meeting of Monroe County Task Force Committee.

50. October 2, 1974; White Plains, New York: To attend meeting of Westchester County Task Force Committee.

51. November 9, 1974; Rochester, New York: To attend meeting of Monroe County Task Force Committee.

52. January 17, 1975; Buffalo, New York: To discuss plans for a workshop to be undertaken by the Erie County Task Force Committee and to confer with Chairman of Niagara Transportation Authority concerning access ways and transportation of handicapped persons.

53. January 19, 1975; Brockport, New York: To meet with Monroe County Task Force Committee Intern.

54. January 22, 1975; New York City: To discuss the position statement calling for the certification of the special physical educator with faculty at New York University.

55. January 23, 1975; White Plains, New York: To attend a planning meeting for a spring workshop on Law and Legislation.

56. February 13, 1975; Plattsburgh, New York: To meet with State University College personnel for the purpose of conducting a workshop in the Plattsburgh area.

57. February 14-16, 1975; Brockport, New York: To meet with Monroe County Task Force Committee Chairman for the purpose of developing a brochure.

58. March 20, 1975; Blauvelt, New York: To meet with student body and discuss special project.

59. March 21, 1975; White Plains, New York To meet with a planning committee to develop a workshop.

60. April 14, 1975; White Plains, New York: To meet with the workshop planning committee.

61. April 17, 1975; Canandaigua, New York: To conduct a regional meeting on behalf of Project Aquatics.

62. April 18-19, 1975; Brockport, New York: To attend a meeting of the position statement on certification committee

63. June 30 - July 1, 1975; Brockport and Rochester, New York; to meet with representatives of Monroe County Task Force Committee.

64. July 2, 1975; Buffalo, New York; to meet with representatives of Erie County Task Force Committee.

APPENDIX B

Guidelines for Organizing Regional Committees or Councils

PURPOSE

The basic purpose which will direct the Councils's function should be to promote and coordinate activities related to Physical Education and Recreation for all handicapped persons of all ages.

EXTENT OF FUNCTION

The extent of function is determined by each region's needs and by practical considerations based on following dimensions.

A. Geographic Extent
The basis for organization can be highly localized or broadly extended in area. These can range from municipal or city-wide organization, to county-wide organization to multi-county organization. The concentration should not be so narrow so as to exclude potential participants and constituents nor so broad so as to spread the area to an impractical or unworkable extent.

B. Constituency Extent
Who will be served by council: i.e. which categories of handicap, which ages of handicapped persons (only children, only adults, all ages, etc.

C. Functional Extent
Will the function concentrate on physical education, or recreation or both; will other functions related to handicapped needs be included, such as delivery of health care services or occupational training or daily transportation needs, etc.? Fund, Physical Education and Recreation.

COMPOSITION

The basic frame of reference recommended is that a Regional Council should be composed of representatives of organizations from within the established geographic areas. Membership to the council should be encouraged from public, parochial, private or semi-private organizations. A broad base of representational membership can be obtained by drawing from the following sources:

- School districts (public and private)
  - special education teachers and supervisors
  - physical education teachers and supervisors

- Department of Social Services
- Department of Parks and Recreation
- Department of Mental Hygiene
- Citizen's groups
    - interested parents
    - senior citizens
    - women's clubs
    - church groups
- Youth groups
    - YMCA
    - YWCA
- Clubs and Associations
    - Rotary
    - Kiwanis
    - Lions
    - etc.
- Professional organizations
    - Guidance and counseling or pupil personnel
    - Psychological
    - Medical
- Universities, colleges, community colleges
    - especially those departments preparing professionals and para-professionals dealing with handicapped children
- Associations for the handicapped
    - Cerebral Palsy
    - Mental Health
    - Blind
    - Deaf
    - Learning Disabled
    - Other, including vocational rehabilitation units
- Other regional or municipal agencies

Activities

1. Elect a staff of officers to ensure continunity of Council.

2. Survey all existing programs; learn what is being presently offered in terms of services, by what agency, in what location, by what personnel; learn who and how many are receiving services; ascertain extent of need for services.

3. Assess the specific needs of the handicapped children in the area as indicated by survey.

4. Establish regional priorities for meeting needs.

5. Devise plans for meeting needs; seek funding sources

to assist with financial support.

6. Develop awareness on the part of public officials and adminstrators regarding needs of the handicapped.
7. Identify, support, promote and proselytize needed legislation at local, regional, state and federal levels.
8. Coordinate interagency programs
9. Develop effective means of communication, among agencies within the region and between levels of agencies.

APPENDIX C

DESIGN FOR TASK FORCE

INPUT	PROCESS	OUTPUT
I. Interested community volunteers.	I. Review available models	I. Assist in upgrading programs P.E. and Rec. for Handicapped
II. Handicapped individuals	II. Develop goals and objectives for task force	II. Assist in improving communication between professionals and community agencies who work with the handicapped
III. Professionals	III. Assign chairman	III. Demonstrate effective program technique
IV. Parents and parent groups	IV. Assign task force and charge duties	IV. Assist in utilization of available resources
V. Bureau of Handicapped (state)	V. Develop and conduct survey	V. Provide the community with opportunities to observe programs that are provided for the handicapped
VI. Local community group (agencies)	VI. Evaluate and redesign goals and objectives for task force as result of survey	
VII. Educational institutions schools and colleges	VII. Develop Resource Bureau	

DESIGN FOR NEEDS ASSESSMENT

INPUT	PROCESS	OUTPUT
I. Targets* A. Community programs 1) agencies serving handicapped 2) public and private schools, administrators, educators and recreators 3) recreation bureaus 4) others B. Consumer *Advisory committee and facilities	I. Review existing instruments for surveys II. Develop, disseminates survey by mail and (or) telephone III. Follow up non returns or inadequate returns by personal interview IV. Tabulate, evaluate, hypothesize	I. Assess and determine: 1. facilities a) type b) name c) location d) age of participant e) sex 2. participants 3. costs 4. professional involved 5. handicapping conditions . being served or not served 6. transportation--volunteer 7. types of programs

DESIGN FOR WORKSHOP

INPUT	PROCESS	OUTPUT
I. Design workshop by task force--by committee 1) budget 2) demonstrators 3) programs 4) calendar 5) publicity 6) volunteers 7) babysitting 8) transportation 9) food and supplies 10) clean up 11) audio-visual 12) registration 13) evaluation II. Selection of participants III. Format IV. Target Population V. Funding	I. Phone survey--to see if they would attend workshop and participate in activities II. Panel: 1) discussion groups 2) discussion 3) demonstrate 4) questions and answers (entertainment) 5) participant involvement III. Films--actual participation by handicapped and parents IV. Booths: 1) displays 2) slides 3) handouts	I. Committee agency involvement 1) BSA 2) Youth ARC 3) M.D.S. 4) SUNY Brockport 5) BOCES #1 II. Evaluation: 1) Phone survey 2) Panel 3) Films 4) Booths III. Community awareness of the value of P.E. and Rec. for handicapped

DESIGN FOR RESOURCE BUREAU

INPUT	PROCESS	OUTPUT
I. Volunteer Professionals II. Facilitator III. Funds: 1. Salary 2. Printing 3. Communication 4. Space 5. Travel IV. Target Population	I. Offer Consultant Services to: 1. Parents 2. Parent groups 3. Professionals 4. Handicapped II. Hold Workshop: 1. Communicate Awareness and Interest 2. Recruitment of People for the Resource Bureau 3. Demonstrate techniques and programs that involve the handicapped III. Develop a Brochure: A. Purpose and utilization 1. Consultants Attachments Contacts 2. Agencies and Programs 3. Other resources: a) funds b) volunteers-transportation c) facilities B. Develop model to determine available resources and programs.	I. Assist in upgrading programs P. E. and Rec. for Handicapped. II. Assist in improving communication between professionals and community agencies who work with the handicapped. III. Demonstrate effective program technique. IV. Assist in utilization of available resources. V. Provide the community with opportunities to observe programs that are provided for the handicapped.

DESIGN FOR OFFER CONSULTANT SERVICES

INPUT	PROCESS	OUTPUT
I. Advisory Committee (volunteer) Select group existing experts on task force as selected by chairman	I. Provide information regarding: 1. expertise with regard to handicapped 2. program 3. facilities 4. funding 5. guide to further	I. Update brochure
II. Facilitator	II. Demonstrate	II. Disseminate: 1. material 2. films 3. reprints 4. VTR tapes 5. notices
III. Telephone list of volunteer Consultants	III. Speak to groups	III. Increase knowledge of P.E. and Rec. for the handicapped
Regular meetings quarterly or P. R. N.	IV. Distribute printed materials	IV. Equipment: 1. use of 2. how to make 3. where to find
	V. Program assistant	V. Activities: 1. swimming 2. nature 3. perceptual motor 4. sensory motor 5. mobility 6. adaptation 7. camping
	VI. Evaluate Programs (existing)	VI. Continuing development of resource bureau
	VII. Provide direct selection of the facilitator 1. survey community needs 2. set goals 3. evaluate facilities of: a) facilitator b) programs 4. develop funding procedures 5. maintain brochure 6. seek continuation funding	VII. Commun.ty calendar

DESIGN FOR BROCHURE

INPUT	PROCESS	OUTPUT
I. Advisory committee II. Facilitator III. Volunteer consultants IV. Agencies V. Professional groups VI. Parent groups VII. Handicapped groups VIII. Resources IX. Funds X. Printing	I. Development II. Dissemination mailing lists III. Evaluation IV. Refer to page 1	I. Greater numbers of handicapped participation in P.E. and Rec. II. Develop ready reference source for: 1. participation 2. volunteerism 3. program contact person 4. activities

APPENDIX D

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

SPECIAL [illegible]

SSISTANT COMMISSIONER FOR
SCHOOL SERVICES

DIVISION FOR HANDICAPPED CHILDREN

OFFICE COPY

February 28, 1973

Dear Ms Administrators:

This survey is of tremendous importance to approximately 15 percent of the population of New York State; the unfortunate handicapped. Won't you take a few moments to assure that the person who has the necessary expertise will complete the enclosed form.

The New York State Board of Regents has received a federal grant for the Division for Handicapped; Division of Health, Physical Education, and Recreation; Division for Youth; and the Department of Parks and Recreation. We are attempting to coordinate physical education and recreation activities for the handicapped in your county. The survey will materially assist us in this effort.

A Task Force Committee has been working diligently on behalf of the handicapped in your county. Regular meetings have been held, lines of communication have been established; the survey developed, and a seminar planned for the month of May. The Committee is very active and is encouraging any organizations or schools involved in or interested in programs for the handicapped to join them in this very worthwhile project.

Please complete and return by March 15, 1973 to:
Department of Parks and Recreation
Room 518
County Office Building
White Plains, New York 10601
If information is needed, contact Joseph Conway, WH9-1300, extension 2346, or Matt Dolan, MO6-7004 (Chairman of Committee).

As we become aware of the programs offered and establish needs of the handicapped in your county, the Task Force will attempt to initiate programs to fill the needs and acquaint everyone with programs already in existence. Our objective is to promote community agency cooperation to better service the handicapped.

Please help us by completing this survey. This is the first step and of great importance.

John J. Grant, Project Coordinator

*GLOSSARY OF HANDICAPPED TERMS

TRAINABLE MENTALLY RETARDED (TMR):

Refers to those individuals whose I.Q. falls within 25-50 range, are unable to profit from typical educational approaches and usually possess self-care skills.

EDUCABLE MENTALLY RETARDED (EMR):

Refers to an individual whose I.Q. falls within 50-75 range and is able to profit somewhat from education, and can be self-supporting.

SEVERELY EMOTIONALLY DISTURBED (SED):

Refers to an individual with emotional problems severe enough to prevent them from making the necessary adjustments for effective functioning in the culture.

HEARING IMPAIRED (HI):

Refers to individuals who experience a loss of hearing, but have some hearing which is usable; or who are completely unable to hear, or who possess a serious deficiency in hearing dating from before the age at which the comprehension of speech is normally acquired.

VISUALLY IMPAIRED (VI):

Refers to individuals who cannot read normal print and need to use large print and/or recorded materials; or who need to use Braille or recorded materials.

PHYSICALLY HANDICAPPED (PH):

Refers to individuals who have a disruption of normal bodily functions due to some intervening pathological process other than mental.

SPEECH IMPAIRED (SI):

Refers to individuals who possess a disorder at the verbal level that interferes with communication, calls attention to itself, and causes its possesser to be maladjusted.

NEUROLOGICALLY IMPAIRED (NI):

Refers to those individuals who have a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written; the disorder may manifest itself in imperfectibility to listen, think, speak, read, write, spell, or to do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunctions, dyslexia, and developmental aphasia.

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* From: Survey of New York State Programs for the Education of Handicapped Children Booklet - New York State Education Department, 1971.

____ Recreation

4. Name of organization/school ____________ ____________

5. Public ______ Private ______ Voluntary ______ Advisory ______

6. Address ____
(Street) (City) (Zip)

7. Telephone ____________________

POPULATION SERVED: By number of clients and age group: (Place the number of clients you serve in the appropriate heading, a client may be counted more than once)

	PRE-KINDERGARTEN	PRIMARY	JR. HIGH SCHOOL	SECONDARY	POST SCHOOL
8. PROFOUNDLY RETARDED					
9. TRAINABLE RETARDED					
10. EDUCABLE RETARDED					
11. SEVERELY EMOTIONALLY DISTURBED					
12. VISUALLY IMPAIRED					
13. HEARING IMPAIRED					
14. PHYSICALLY HANDICAPPED					
15. SPEECH IMPAIRED					
16. NEUROLOGICALLY IMPAIRED					

17. ACTUAL NO. OF CLIENTS SERVED ________ (This is total population, counting each client once)

18. How many minutes in Physical Education offered in your school per week? ________

19. How are the handicapped provided for in Physical Education?

Segregated program ______
Integrated program ______
Combined ______

Comments ____

____

20. Do you offer after school programs (Include nights and weekends).

Intramural ______
Recreational ____

How many minutes of after school program do you provide? ________

21. Are there provisions for the handicapped in these programs after school, nights, and weekends?

Intramural ______
Recreational ______

Are the programs:

Integrated ______
Segregated ______
Combined ________

22. Do you provide programs for the adult handicapped, after school, nights,

FOR OFFICE USE ONLY
1. REGION ____________ 2. CODE # ____________ 3. TYPE: AGENCY ☐ SCHOOL ☐

4. NAME OF ORGANIZATION/SCHOOL ____________________

5. PUBLIC ☐ PRIVATE ☐ VOLUNTARY ☐

6. ADDRESS: ____________________
(NUMBER) (STREET) (CITY) (STATE) (ZIP)

7. TELEPHONE: ____________

POPULATION SERVED: By number of clients and age group: (Place the number of clients you serve in the appropriate heading, a client may be counted more than once)

		PRE-KINDERGARTEN	PRIMARY	JR. HIGH SCHOOL	SECONDARY	POST SCHOOL
8.	PROFOUNDLY RETARDED					
9.	TRAINABLE RETARDED					
10.	EDUCABLE RETARDED					
11.	SEVERELY EMOTIONALLY DISTURBED					
12.	VISUALLY IMPAIRED					
13.	HEARING IMPAIRED					
14.	PHYSICALLY HANDICAPPED					
15.	SPEECH IMPAIRED					
16.	NEUROLOGICALLY IMPAIRED					

17. ACTUAL NO. OF CLIENTS SERVED ____________ (This is total population, counting each client once)

18. DO THE ABOVE RECEIVE PHYSICAL EDUCATION OR RECREATION PROGRAMS? YES ☐ NO ☐
If yes, continue with question 19, if no go to question 28.

TYPE OF PROGRAM: (Directions: Indicate with an X the type of activites, when they are available, whether it is staffed by volunteers (VOL.) or professionals (PROF.), and what specific handicapped population it includes using the same order as No. 8-16.)

	TYPE OF ACTIVITY	SEPT JUNE	SUMMER	VOL.	PROF.	PP	TR	ER	ED	VI	HI	PH	SI	NI
19.	SPORTS & GAMES	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20.	MUSIC	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
21.	OUTDOOR ACTIVITES	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
22.	DRAMA	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
23.	SWIMMING	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
24.	OUTINGS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25.	CAMPING	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
26.	ARTS & CRAFTS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

27. ESTIMATE BUDGET FOR HANDICAPPED $__________

WHAT FACILITIES ARE AVAILABLE OR COULD BE AVAILABLE FOR RECREATION PROGRAM FOR THE HANDICAPPED?

		YES	NO			YES	NO
28.	GYMNASIUM	☐	☐	31.	PARK & PLAYGROUND	☐	☐
29.	FIELD HOUSE	☐	☐	32.	SWIMMING POOL	☐	☐
30.	CAMPING FACILITIES	☐	☐	33.	MEETING ROOM	☐	☐

NAME OF PERSON FILLING OUT FORM ______________________________

ADDITIONAL COMMENTS PERTAINING TO SERVICES, STAFF, POPULATION SERVED, ETC. __________

____

____

____

____

____

23. Do you provide summer physical education or recreation programs for children and adults? ________

24. Are there provisions made for handicapped children and adults?

Segregated ________
Integrated ________
Combined ________

25. Check those facilities that are a part of your physical plan:

Indoor:
Gym ________
Music Room ________
Arts&Crafts ________
Auditorium ________
Dramatics Program ________
Pool ________
Exercise Room ________
Gros Motor Room ________
Other ________ ________

Outdoor:
Playground ________
Pool ________
Track ________
Camping & Nature Area ________
Sheltered area ________
Playground Area (apparatus) ________
Other ________ ________

26. Qualifications of Personnel (circle)

Physical Education Teacher, Recreation Specialist, Physical Ther
Psychologist, Psychiatrist, Special Education Teacher,
Volunteers, Teacher Aides, Parents, Students, Other.

27. Type of Program (circle) regular Physical Education Program,

Adaptive Physical Education Program, Recreation, Skill Programs, Game Skill Program, Physical Fitness, Special Olympics, Understanding of History, Rules and Regulations, Terminology, Strategy and safety of sports, Games, Social Competencies, Emotional Maturity, Outdoor Education, Camping, Canoeing, Boating, co-ed activities, rythms, aquatics, posture, team sports, hobby crafts, individualized programs, and others.

28. Number of paid Personnel involved in Physical Education and Recreation:

Administrators ________
Teachers ________
Aides ________
Secretaries ________
Recreation Leaders ________
Specialists ________

29. Transportation Provided: (circle) Bussing, Drivers, Volunteers, Aides.

30. Transportation Needed: (circle) Bussing, Drivers, Volunteers, Aides

31. Are individuals being taught in public schools or bussed to other facilities: Yes No

32. What facilities are they being transported to : (circle) bowling alleys, churches, pools, roller rinks, theators, other ______

______

33. Are Handicapped individuals referred to your program? (circle)
Yes No If yes by whom ______

34. Are parents and families involved in the program? (circle) Yes No

35. By what media do you advertize your programs? Newspap , radio, i individual circulars, mailings, other ______

36. If you do NOT provide services to the handicapped, would you, if adequate support was provided? Yes No

37. What support would you require? Money, facilities, staff, transportation, staff training, other ______

38. Approximately - Yearly cost to operate your program for the handicapped $______

39. Comments if you wish to qualify any of your answers:

______

______

DELPHI SURVEY

Directions: Rank the following 24 issues and concerns in order of priority, with "1" representing the highest priority and "24" the lowest. Do not duplicate numbers. Do not leave any unrated.

--04--

____ 1. Lack of recreation personnel concerned with the handicapped in public recreation departments.
____ 2. Need to develop training opportunities for volunteers.
____ 3. Lack of quality professional preparation programs at junior college, baccalaureate and graduate levels.
____ 4. Need for more recreation and physical education emphasis in special education curricula.
____ 5. Need for more emphasis on outdoor education.
____ 6. Need to instill innovativeness and creativity in personnel.
____ 7. Determination of resources needed to train recreation and physical education personnel.
____ 8. Educating the general public to recreation and physical education needs of the handicapped.
____ 9. Inadequate staffing and support for physical education and recreation state departments of education.
____10. Development of model training programs for state and local levels.
____11. Provisions for special education, physical education and recreation in elementary as well as secondary schools.
____12. Utilization of parents as educational and recreational resources.
____13. Establish programs for the handicapped that do not isolate them from the "normal" child.
____14. Improve interdisciplinary cooperation between physical education, special education and recreation.
____15. Communicate importance of physical education and recreation to administrators.
____16. Delineation of whom to include under the "handicapped" classification (Disadvantaged, poor, etc.)
____17. Increase funding from federal and state resources.
____18. More effective utilization of existing funding resources, e.g., block grants.
____19. Recruitment of minorities into training programs.
____20. Strengthen continuing education opportunities.
____21. Utilization of research in the development of training and education opportunities.
____22. Strengthen personnel standards, e.g., certification, registration, licensing.
____23. Employing functional job analysis techniques in determining employment requirements, career lattices, and training curricula.
____24. Improve salary and benefits for physical education and recreation personnel.

LIST OTHER CONCERNS BELOW:

____

____

____

Area of Interest:

1 _____ Adapted Physical Education
2 _____ Therapeutic Recreation
3 _____ Other: ______________________________

Present Position 02

1 _____ Administrator in Physical Education
2 _____ Administrator in Recreation
3 _____ Administrator in Special Education
4 _____ Administrator in General Education
5 _____ Teacher (classroom)
6 _____ College Instructor
7 _____ Parent
8 _____ Counselor
9 _____ Volunteer
10 _____ Student
11 _____ Other: ______________________

Location of Position

1 _____ State Level
2 _____ County Level [illegible]
3 _____ [illegible] Level [illegible]
4 _____ [illegible]
5 _____ Local Level [illegible]
6 _____ [illegible]
7 _____ [illegible]
8 _____ [illegible]
9 _____ Other: ______________

REPORT
ON
PHYSICAL EDUCATION & RECREATION FOR THE HANDICAPPED IN MONROE COUNTY
BY THE
STEERING COMMITTEE OF THE TASK FORCE ON PHYSICAL EDUCATION & RECREATION FOR THE HANDICAPPED IN MONROE COUNTY

INTRODUCTION

With this report the Steering Committee of the Task Force on Physical Education and Recreation for the Handicapped in Monroe County has fulfilled its obligation to the task force regarding the development of a community survey and reporting on the results of that survey.

The Steering Committee has consisted of James, T. Raymondjack, Chairman, John Coons, Richard Fiorito, Michael Reif, Cathrine Angevine, Roger Bunce, Alvin Westley, Robert Pieters, JoAnne Keyser, Pete Prozeller, Pam Bartemis, Robert Turner, and Stanley Albert. The members have met three times, once to organize, once to develop survey format, and the third time to analyze results. It is now the responsibility of the entire task force to act upon the information that has been gathered and is reported as follows:

Survey Count:

89 surveys were mailed

Recreation	Public Schools	Programs for the Handicapped	Other
16	47	22	4

44 programs were returned:

4	20	17	1

Two surveys were returned unanswered.

A total of 49% of the surveys were returned. Of those sent to recreation agencies only 25% were returned, of those sent to schools 42% were returned, of those sent to agencies providing services to the handicapped 77% were returned, and 25% of those sent to other agencies were returned.

Significant findings!

It was very difficult to arrive at conclusive suggestions for programming, also of the types of handicapped persons being served, and of the numbers being served, and of specific and detailed data that would allow us to make conclusions that were not of a general nature.

1. There are a number of minimal programs in the county for the handicapped.

2. There seems to be a lack of general understanding of the handicapped and of the recognition of the particular handicapping conditions.

3. It is significant to note that it does not take an individual highly trained as a teacher of a specific handicapping condition, but it does take a person who cares, who

is creative, and who can utilize tools already at his disposal to satisfy the needs of the handicapped.

4. There seems to be an inability of many, skilled and unskilled to communicate with the handicapped.

5. The survey indicates an inability to recognize community resources that are available for the handicapped.

6. No money--no facilities--no trained personnel, are frequent complaints as to the reason for not providing programs for the handicapped.

7. There does not appear to be any pre-school programs for the handicapped in recreation or in physical education.

8. There does not appear to be any proposed school programs (one senior citizens) for the handicapped.

9. There are very few intramural programs for the handicapped. A limited number of summer camps, and no Saturday programs are available specifically for or including the handicapped.

10. The surveys indicate a lack of communication resulting in a lack of knowledge as to where to seek help, where facilities might be available, and where financial and personal help can be made available. This common interest in the welfare of the handicapped is not directed in the unified effort to provide the services necessary in physical education and recreation for the handicapped.

Of the programs reporting dealing specifically with handicapped children there are significant statistics reported:

HANDICAPPING CONDITION

Disability	Number	
Emotionally disturbed	1,050	children
	60	adults
Mentally retarded	2,020	children
		adults
Learning disabilities	750	
Cerebal Palsy	160	
Hard of hearing	370	
Orthopedically handicapped	310	
Multiple Sclerosis	50	
Other health impaired	380	
	5,150	Total

These statistics indicate participants in programs for the handicapped, provided by agencies such as the ARC, Day Care Training Center for Handicapped Children, Rochester Rehabilitation, Mental Health Centers, BOCES #1 & 2 programs and City School District Special Education programs.

County school districts indicate that they have been providing programs for the handicapped, however, in only a few do we find any specific number. Usually there is reference to the fact that their (school district) children are being provided physical education and recreation programs by the Board of Cooperative Educational Services. One public school lists 35 reading disabilities students and 80 learning disabilities, one school district provides a program of 45 minutes per week for 30 senior citizens. Another public school district indicated that they had 150 learning disabled children in a program with a physical education teacher and an adapted physical education program.

One program indicated that students in their school district who are not able to participate in regular physical education are scheduled for adapted physical education in which the teachers and instructors take them on a one to one basis and develop an individualized program. The instructors do not have special training or special equipment but they use regular P.E. facilities.

Of those recreation programs reporting, a program representing the city recreation bureau (which indicate having no handicapped children or adults in program) indicated, "we as a bureau and I as an individual would like to expand our limited programming for the handicapped". My facility will be made available for the programs that can be arranged within the scope of our facility and work schedules."

Another recreation program in one of the suburbs of the City of Rochester indicated that a lack of facilities was the main reason for not having a program for the handicapped, and that their intention in using a school in the near future would provide the needed emphasis in the area of the handicapped.

The recreation department and one of the towns in the Eastern portion of Monroe County had a Summer program specifically for the handicapped mentally retarded, emotionally disturbed school aged children that lasted about 2 weeks and the program served between 15 and 20 children during the Summer.

It is obvious that a survey like this only reaches a portion of the population to be surveyed. In this particular case only 77% of the agencies dealing with the handicapped returned their application. It is possible to surmise that there are many other unlisted numbers of handicapped people who are not represented in any recreation or physical education programs. Monroe County is noted for its forward stance in the area of dealing with the needs of the handicapped but it is almost a glaring misrepresentation of the handicapped relative to physical education and recreation.

Because leisure time seems to represent the major portion of any individuals day, recreation and the physical abilities to participate, in recreation programming is almost essential in our every day life. This only indicates, the need for a much more concerted effort on the part of all concerned in providing programs for the handicapped. We must be prepared to accommodate individuals regardless of their handicapping conditions in programs of fitness overall development and leisure time activities.

APPENDIX E

SPECIAL STUDY INSTITUTE

November 17-18, 1973
Institute on Man and Science
Rensaelaerville, New York

PROCEEDINGS

"ISSUES AND CONCERNS IN PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED"

Conducted for the State of New York
Planning and Development Team
Advisory Council
Task Force Committees in
Westchester County
Tompkins County
Monroe County

Sponsored by
The University of the State of New York
The State Education Department
Division for Handicapped Children

This conference has been made possible by funding awarded to the New York State Board of Regents, State Education Department, Division for Handicapped Children, by the United States Office of Education, Bureau for Education of the Handicapped, Division of Training Programs Grant Number OEG-0-72-4303, Project Number H213160B, PL 91-230.

THE UNIVERSITY OF THE STATE OF NEW YORK

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1988	Willard A. Genrich, LL.B., L.H.D.	Buffalo
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Associate Commissioner for Instructional Services
William L. Bitner, III

Director, Division for Handicapped Children
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Ronald Ross, Chief, Bureau for Mentally Handicapped Children

David Szymanski, Project Coordinator

ACKNOWLEDGMENTS

It has been two years since the first planning meetings for the Special Project were convened in Albany. During the two years, cooperation has been the key: cooperation between federal, state, and local educational, recreation, and youth orientated agencies; cooperation between program directors, college personnel, educators and specialists in the field of physical education and recreation for the handicapped, and cooperation by others who shared responsibility with them. Whatever success we can now reflect upon as we review this Institute is due solely to this vital element of cooperation.

The United States Office of Education and its Bureau for Education of the Handicapped; the New York State Education Department, Division for Handicapped Children, and Division of Physical Education and Recreation; the Division for Youth; the State Office of Parks and Recreation; and the Bureau for Mentally Handicapped Children combined their resources and interests for the welfare of the handicapped and responded, cooperatively, to the desire to present an Institute which would stimulate change in physical education and recreation for the mentally, physically, emotionally, visually and auditorally handicapped of all ages.

We were privileged to be able to have Dr. Donald Hawkins, Professor at George Washington University in Washington, D.C., serve as the Institute facilitator. Dr. Hawkins, nationally known and recognized in the fields of physical education and recreation for the handicapped, brought us an expertise and wealth of knowledge that most certainly was a focal point for the entire Institute.

We express our sincere appreciation to Dr. Ronald Ross, Mr. O. Reginald Brown and Mr. Joseph Petrosino for chairing those important sessions which assisted us in our planning stages.

Our special thanks go to those "behind the scenes," without whose cooperation and hard work no event such as this would ever be possible. To Mr. Robert W. O'Neill and his staff at the Institute on Man and Science; Mrs. Katherine Williams and Ms. Deborah Burger, Ms. Polly Ann Barnes, Ms. Lynne Doran of Maria College, to Mr. William Karl and Ms. Donna Shadick, we extend our very sincere thanks. Each of these persons and their associates were called upon to meet "one more last minute detail" and without fail, brought us through.

As someone commented in their evaluation of the Institute- "a picture still seems to tell the story best"; so it is with this proceedings. No amount of editing, phrasing, or rewriting can hope to catch the spirit and enthusiasm that occurred during the two days of this Institute. It is our hope, however, that this document will serve as a tangible reminder of those events, and that the change for the handicapped proposed at the outset of the Institute will continue to occur wherever these proceedings may go.

PLENARY SESSION I

Purpose: To surface some of the issues, concerns on the State and local level.

The purpose of the Institute was briefly explained. Each individual introduced himself and explained his connection with the Project.

The Issues Raised:

1-Communication between agencies and educators.

2-Communication between agencies and the community.

3-A full-time coordinator is needed in each of the counties.

4-Educators are not cooperating with project personnel.

5-Educational agencies (BOCES) are not sharing pupil information and data.

6-Attendance at county meetings diminished when the Committee received notification that the traineeships were not available.

7-Programming is sporatic in the counties---once a week; once a month.

8-Handicapped children attending public and private schools are not receiving adequate physical education, or none at all.

9-Suburbs in Monroe County are far behind the cities in providing services for the handicapped.

Suggestions:

1-Utilize the priority system developed in Westchester County.

2-Develop a resource bureau as suggested by Monroe County.

3-Develop a give-and-take relationship with BOCES.

4-Publicize developments in order to make the educators aware of what is occuring in the counties.

5-Review and implement New York City's schema of services to the handicapped.

6-The State Education Department should give encouragement to local contingencies.

7-The Project is worth continuing and worth doing correctly.

8-Duplicate the plan and mode of implementation in use in Cortland County.

9-Attempt to improve what already exists as opposed to initiating new programs.

10-Notify the State Education Department if children are not receiving services.

11-There exists a law (803 and 3204) mandating physical education for every child.

12-Report to the Department the situation as it exists.

13-Appraise the situation and submit formal reports.

14-Inform the Team of the resources, problems and concerns.

PLENARY SESSION II

Purpose: To plan and operate an action process.

Dr. Donald Hawkins explained the history of the concept of states providing physical education and recreation for the handicapped. He also explained the background behind a similar project in Puerto Rico, and reacted saying that the follow-up of the concept in the twelve northeastern states represented at a national conference was minimal and that New York was the forerunner.

Action Planning Process:

Through a multitude of sporatic stops and starts, something has happened and you are a part of it. Something is happening and you are in the position to take its pulse --- its element of success and failure.

1. The first step is to identify what has been done that could be set forth as a model, a model for replication throughout the nation and dissemination throughout the state.

2. Out of this will come the problem setting. In order to deal with the problem, you call together various organizations and agencies for a brain-storming session.

3. This session generates ideas.

4. The purpose is to form concepts.

5. And evaluate if the concepts are realistic.

6. Review the trends (in order to benefit from them: i.e., environmentalism, litigation, decentralization of government).

7. Design a program (better yet, copy a successful one).

8. Conduct a feasibility schedule.

9. Begin to voice opinions to the political sector.

10. Put the data (objectives, goals, costs, numbers) on paper.

11. Evaluate the program and redefine priorities.

12. Assign the responsibilities and define the planning.

Who are the right people? That has to be defined on both a State and local level. Some potential contacts are the county executive system, Kennedy Special Olympics, and the handicapped themselves. The latter group is beginning to advocate for themselves.

There are actually four groups in the State --- the State which is a prototype for the Nation, and three counties which are prototypes for the State. The State wants to know what it can do for the counties, and the forty-nine states want to know what New York can do for them. The following questions should be answered:

1. As a county, am I getting full support from the State?

2. Is the county using all the State's resources?

3. Is the prototype State giving leadership to the counties?

4. What can the counties do?

5. What is there in our program that is effective?

6. What has to be done in order for it to be effective? and;

7. How can all this be shared with other counties?

As the counties deal with program development, the State should begin to effect its installation. When the county has completed its development including budget, priorities, objectives and the like, the State should install it. The sequel to the Action Planning Process will be a "how to do it guidebook".

Issues:

1-The Federal Government should issue parameters that would assist in the development of proposals.

Suggestions:

1-A manual or guide book should be developed which includes the following areas:
    - a- developing services
    - b- resources
    - c- training
    - d- conducting workshops
    - e- other areas to be defined

2-A position paper should be formulated in order to seek support from alternative sources.

3-Utilize the Project Director as a proposal writer for the counties.

4-Utilize the Project Director as a technical assistant.

5-A proposal minimizing training and emphasizing planning and organization should be submitted to Developmental Disabilities.

6-A plan, having a lot of alternatives, should be submitted to the Office of Local Government requesting a piece of the federal revenue sharing funds.

7-The groups should become their own advocates.

Following the Plenary Session the group was divided into three mini-groups: Two County mini-groups and a State group. Their task was to continue discussing the issues, review the available resources, and begin constructing action plans. The discussions follow.

MINI-GROUP: County One

Concerns:

1-A volunteer person (i.e., Chairman of the Task Force Committee) cannot effectively and adequately coordinate the Project in the County.

2-In all instances, the counties reached 1/3 of their handicapped population as a maximum level of operation. The concern is with the 2/3 of the population which is not receiving services.

3-Who is going to act as a resource unit and a distributor of all the Physical Education and Recreation materials that are available?

4-What system can be used to stimulate the educators?

5-How can we get the public involved?

6-The [illegible] are receiving calls from individuals seeking resources and materials.

7-Who is going to continue to coordinate this Project, Division for Handicapped Children? Physical Education and Recreation? Parks? Youth?

8-The Westchester workshop was a demonstration model; a more indepth presentation is needed.

9-Few public schools offer leisure activity programs.

10-Those professionals trained in Physical Education are not specialists in recreation.

11-It is difficult to formulate specific outcomes for proposals dealing with the handicapped.

12-The colleges and universities are not educating the specialist.

13-De-institutionalization is placing a burden on the community.

14-Someone is needed at the State level to initiate programs and budget funds.

15-What is it that ties the County to the State? What is the State Plan? Where is the State's support?

16-What amount of effort has been given to this project?

17-A teacher does not have the time to both research the availability of funds and fight for their allocation.

18-Transportation.

Proposals:

1-The Team should review the available resources on the State level, and make overtures to the State to see if it can supply each of the counties with a full-time coordinator.

2-A stronger tie-in with the educational milieu is necessary and is seen as a high priority.

3-Pursue local programatic development via the county mental health bureaus.

4-If ineffectual services exist, assist the agency or organization in providing a refined program.

5-The BOCES have provided summer recreational activities for the handicapped.

6-Submit a proposal to the county mental health bureaus for a full-time, paid coordinator.

7-Additional workshop training should occur.

8-Subsequent workshop in the counties should have objectives, curriculum units, training and a motivational component.

9-A request for money for innovative programming should be submitted.

10-If the 74-75 Federal proposal is accepted and funded, the money should be distributed to the counties.

11-As the State places the institutionalized child into the community, it should also provide the resources for educating and recreating the child.

12-Someone is needed on the State level to investigate new funding sources geared to county (local) levels.

13-$100,00 should be set aside for 10 to 15 innovative programs.

14-The State should reassess its priorities relative to the Project.

15-We should influence the politicans to conduct an investigation into services to the handicapped.

16-The State can assist the county in reviewing the availability of the distribution of State funds.

MINI-GROUP: County Two

Concerns:

1-The common citizen does not know who is the handicapped person.

2-The adult handicapped and the homebound are two areas which remain virgin territory.

3-The homebound is the most difficult area to identify.

4-The workshop planners in Monroe County are requesting ideas.

5-How should the money presently available in the budget be distributed to the counties?

6-City recreation departments in Monroe County are not known for establishing services to the handicapped.

7-Transportation.

8-If the city recreation department's head is not sympathetic, then a program will not be instituted.

9-Is there some project structure on the County level? Are each of the counties going on their own?

10-Who has the money necessary for services and training?

11-Where are the consultants and technical assistants?

Proposals:

1-Utilize students from a nearby college or school to run a program.

2-The Monroe County workshop should be documented.

3-Stress should be made on the sharing of ideas.

4-A newsletter should be initiated.

5-Each of the counties should submit periodic reports on some area or aspect of programs in their area.

6-It may be beneficial to duplicate Westchester's idea of dividing the county in regions.

7-Stimulate local agencies (i.e., ARC, PTA, etc.) to institute programs.

8-The local constituents must "sell" their story.

9-The director is available for use by the county.

10-The counties should persue the Divisions on the State level for their discretionary funds.

11-A model program with budget should be submitted to the State.

12-Money should be appropriated by the State for the training of professionals and para-professionals.

MINI-GROUP: State

Program Development:

1. Program design--one main professional high caliber person educated in budgeting and experienced in specialized fields. Example: specialist in physical education.
2. Advisory Committees--helping in drawing proposals and presentations.
3. People, institutions and groups needed to back up ideas.
4. People from different agencies needed to sit down and discuss ideas and coordinate ideas.
5. Give examples of other successful projects being carried on.
6. Political support helpful in receiving funds and putting ideas into action.
7. The Division for Youth beginning to support programs: Town of Colonie having swimming instruction (sharing expenses with Eleanor Roosevelt Developmental Services). Hudson Valley Community College provides a day camp center.
8. Coordinating schools, county projects, recreation and physical education. People spending much time in these specialized areas have achieved good results.
9. Send representatives to different conferences to learn new ideas and expose your new programs.
10. Motivation--helping people to become aware of what is going on.
11. Develop new ways of keeping people aware and involved.
12. Knowing the people who can be helpful in putting ideas into action and receiving funds to back these ideas.

Objectives:

1. Getting special agencies to sponsor projects to get new ideas surfaced.
2. Help people to become aware of the needs of setting up projects for handicapped.

3. If money is available, maybe a good proposal or presentation of our needs will prompt funding.

4. People should all work together as a team to achieve good results.

5. Development of new materials can be shown to the public (i.e., use a physical education teacher to give programs on teaching handicapped children).

6. Establish a system of parents, handicapped children, and teachers working together.

7. Open up new avenues for vocational activities for the handicapped.

8. Develop proposals and presentations that will be accepted.

Concepts:

1. Everyone helping each other to promote ideas.

2. Developmental Disabilities--can it help fund projects? It has long term support.

3. The trend is to put money into planning technical assistance.

4. Mass media--new form of informing people and presenting ideas. (i.e., public television, educational T. V.).

5. Parents should be informed of how to notice handicaps in their children.

6. Parents can assist in treating their children.

Priorities:

1. Include all of the ideas presented above.

Resources:

1. Staff personnel needed to prompt results.

2. A larger number of personnel would relieve others from so much responsibility.

3. Groups may fall apart if they do not receive assistance from other groups.

PLENARY SESSION III

Purpose: To review the reports from each of the mini-groups.

A. Monroe

A survey was conducted in Monroe County reporting various findings. A report was presented at the June meeting of the Team. The Priorities: (1) to develop a resource bureau which would be utilized to provide expertise to the community, development of or expansion of community programs, to assist in developing new programs to include the handicapped, to establish available resources, to function as an information gathering and distribution source, to facilitate in finding suitable programs and printing of a brochure listing existing programs and directions; (2) goals: assist in up-grading programs and assist in improving communications. It would be staffed by a Task Force Committee. It would be a quasi-referral service, established at a central location, having a telephone system. There would be an information campaign distributing the brochure to all people in the county.

The Task Force Committee is planning a countywide workshop for professionals, educators, parents and para-professionals. The dates have been set for Friday, March 1st, and Saturday, March 2nd.

The Committee has seen the need for additional public relations, and public awareness. Community recreation bureaus are still reluctant in taking over agency programs due to the limited number of handicapped in their programs, lack of funds,' and special staff. It is hoped that a workshop, along with T. V. spots, and a bumper sticker campaign, the consumer can "see" what can be done with the handicapped.

It was suggested that when an individual approachs a recreation bureau, he have a clearcut recommendation, listing all possible data. The priorities must be identified.

In order for the Project to have a substantial impact, the policy making individuals must become involved in the problems and concerns of the counties.

No agency, organization, or county is doing a complete job.

The Planning and Development Team has not received any documentation of needs, priorities, or resources. Members of the Team cannot go into budget, cannot develop resolutions unless they have a document that can be translated into programatic areas with dollars attached.

The specialist, required to direct certain programs for the handicapped, has not been trained by college and universities.

The State Education Department is not seen as the proper vehicle to set a statewide project developed and implemented.

B. Westchester

In 1970 a Developmental Services Council was developed with its purpose to assist the County Mental Health Board in the integration and coordination of services to residents in Westchester County with developmental disabilities. Seven regions are established, each having a coordinator, and most are connected with reaction bureaus.

In the past, a one day workshop was conducted with the hope of bringing together the people in physical education, recreation, and special education. Classes were conducted so people could see these classes in production (gymnastic class tumbling, art, swimming, music, etc.).

The workshop was a demonstration project and did not go indepth.

The survey conducted in Westchester County had a return of 15 percent and did not reflect viable statistics. In some instances the information was accurate, but as a working tool, the survey could not be used. In half of the instances, the survey reached an administrator, and not the individual connected directly with the program.

A person should be employed to conduct an accurate census of all handicapped. He should utilize the census tracks and the handicapped registered in schools. The census will give the counties specifics as to who is "permanently" handicapped.

A workshop must be presented on different levels. It must provide the participant with information which he may take back to his job. The workshop should be interpreted by a specialist.

Different foundations receive $200 million of funding from the Bureau fo Education for the Handicapped (BEH). The Federal Government distributes money to NRTS, Easter Seals, Cerebral Palsy, and others. In most cases, the Federal Government is ten years behind in its priorities.

When the proposal for the 1974-75 fiscal year was being written, a call was issued to each of the counties requesting that they send some documentation to be included in the proposal. A letter, a position paper, or document may have solidified the shaky proposal submitted to Washington. It may have been possible to include specific data for requesting a coordinator in each county. The Government is requiring specific data from the states submitting proposals for categorical aid, and if the state cannot produce these figures, additional funding will not be received.

To teach physical education to handicapped children, a three credit course is required. It was recommended that two types of certification be pursued: (1) special education teachers to teach physical education; and (2) special physical education certification.

Westchester County proposed the establishment of two three credit courses in Physical Education and Recreation for the Handicapped.

The Team questioned the feasibility of conducting a new survey in order to retrieve the necessary data with the hope of translating the data into programs and budgets. It was recommended that the director contact the BOCES and educational agencies to secure the data.

The Team is ready to move on a position statement based on the experiences of the counties.

The Westchester Council has developed a screening process for continuing programs. It is hoped that quality programs could be developed in the County.

There is no specific tie in with the Team. The local Committees do not feel thay are a part of a statewide project. The local effort is advancing mainly because the committees are political and are involved in the elections of town executives. Some attempt should be made to involve the Committee on the Handicapped of the Legislature.

Plenary Session IV

Purpose: To develop an action Plan for both the State Planning and Development Team, and for the counties for the coming months.

The State mini-group concurred that if the counties did not receive some financial support and staff, the counties would be in a better position to identify with a State Plan. It was suggested that each of the State agencies apply for an individual within their department who would be concerned with physical education and recreation for the handicapped.

The Division for Youth has not involved itself in innovative programming. On a demonstration basis, programs have been accepted (i.e., camp in Dutches County). In the Albany area, learn to swim programs are only beginning. There has been discussion in the Division for setting aside a percentage of funds for experimental programs. It was felt by the group that the Division should provide the field people with a policy statment relative to this area.

All proposals seeking Division for Youth money should be submitted to the Field Representative, and if he rejects it, try his supervisor.

Should the State Team be concerned with discussing direct services, or should they be the catalyst in stimulating local communities to seek the funding? There should be a statewide workshop concerned with the topic of establishing local programs.

It was recommended that the Team contact the Division in order to explore whether or not the Division for Youth could do some training in the area of the handicapped. It was also proposed that in hiring persons to work for the Division, they should seek persons who have some expertise in the area of the handicapped. This should occur especially in employing individuals who will work in a rural setting.

It was concluded that the group should address itself to the following items:

1. Money. Who is going to loosen the federal revenue sharing funds? How do we educate local political fathers that part of this money should go towards the handicapped.

2. Staff. There is not adequate personnel available. Probably there should be a special certification? How do we address the universities?

3. Service. We must define it.

4. Communication. Who is going to do it? What is it going to be about?

5. Exposing community officials.

It was recommended that the project director attend the following conferences in order to give exposure to the project:

1. State Association of Towns Conference
2. The Mayor's Conference
3. Association on health, Physical Education and Recreation
4. Youth Bureaus Conference
5. Conference of County Executives
6. Recreation Associations Conference
7. Therapeutic Recreation Conference

Prior to attending, the Director should contact the Task Force Committee and seek representatives that will assist him in giving a presentation.

It was recommended that the group work closely with the Council of Organizations for the Handicapped. Senator Donovan has been receptive to the Council, and both are in the process of drafting legislation.

Szymanski and Brown would be responsible for approaching the Commissioner of the Office of Local Government in order to seek his cooperation and advise. The representatives would also make a request for some revenue sharing funds for use by the counties.

It was asked if some thought has been given to defining the roles fo each of the agencies involved in the project. A mission statement may give some direction to the project.

Two specific areas of need have been defined:

a. the need for a full time coordinator on the county level.

b. the need for training on a statewide level.

It was emphasized that unless the State can provide adequate data, the Federal goverrment will not accept additional proposals for categorical aid.

It is impossible to draw inference from the sparse data given, but there must be some identification of the concerns that are shared by the counties.

Suggestions were given in the following areas:

1. Institute a state plan in physical education and recreation for the handicapped
2. Utilize the information given by the prototypes as a representative sample for a state plan.
3. Request that the prototypes follow a state developed plan.

Some questions that should be asked before developing a state plan are:

1. Do all school age children receive adequate, individually planned physical education?
   a. If not, is it a personnel requirement?
   b. If not, is it a financial requirement?
   c. Is it in-service training? Direction? Consultation?
2. Do the handicapped receive total recreational programs? On weekends? After school? During the summer?
   a. If not, is it a personnel requirement?
   b. If not, is it a financial requirement?
   c. Is it in-service training? Direction? Consultation?

Once there has been developed a state plan, and it is implemented, then the counties can act as models and be in a position to share the concept for duplication statewide.

If there is a need, the Team request that the Counties document this need. Only when there is documentation will there be positive movement for the development of services. Once there is documentation, a clear-cut story may be developed.

What are the characteristics of a prototype?

In summary:

1. The Counties feel that a fulltime coordinator in each of the counties is needed to assure success.

2. The Division for Youth will accept programs on a demonstration basis.

3. Public relations should continue as a major focus of the project.

4. Effective lines of communication between the State and the local committees should be established.

5. The characteristics of a model prototype should be formulated.

Plenary Session V

Purpose: to continue discussion on the Action Plan initiated in Plenary Session IV.

Discussion opened on the topic of the proposed coordinators for each of the counties. The questions raised were as follows:

1. Could a college student do his internship with a County Task Force Committee?
2. What supervision would a college intern receive?
3. Would it be feasible for a college to provide for an independent study in working with a county committee?

It was recommended that the salary of the interns not be furnished by the agencies involved in order to keep the intern a free agent under the project director's supervision.

Plans were outlined as to how to get additional people involved in the project on a county level. Responsibilities were given to the participants. The group adjourned.

AFTER TEST

Do we have a better idea of where we are going?

1. Yes, you are much more further ahead than yesterday morning.
2. Much more accomplished in this type of setting as opposed to local meetings.
3. Issues began flowing at the evening meal and never stopped.
4. The chance of talk informally really helped in terms of hearing about what other people are doing.
5. I've learned a lot in terms of the organization of this group.
6. In terms of what I am planning, a lot of things can be done for local and state planning.
7. This meeting solidified my ideas about what is the relationship between the State and local communities.
8. Coming out of my little world and being exposed to the gamut of what different types of people are working on the same thing is important and enlightening.
9. How the committee has to get involved with other agencies and the State was an important aspect.
10. I learned a lot.
11. We struggle in our own little worlds and never realize our neighbor is having the same problems because we haven't talked to him.
12. We basically have the same problems; they may vary in degree.
13. This was an effective exposure to what is being done in the State for the handicapped in terms of physical education and recreation.
14. I'm very optimistic.
15. It's a good start.
16. We've been starting for a long time, and now we're anxious to do something.
17. It's tough to see the dimensions of a statewide plan, and now we're beginning.
18. The value of being together for two days for the purpose of talking on issues and concerns.
19. It may have helped if more information was given to us prior to the institute.
20. Now is the time to move ahead having the basis developed here.

APPENDIX F

A REPORT ON THE
NATIONAL CONFERENCE
ON
PROGRAM DEVELOPMENT AND EVALUATION
IN
PHYSICAL EDUCATION AND RECREATION
FOR
HANDICAPPED CHILDREN AND YOUTH

DECEMBER 5-7, 1973
WASHINGTON, D. C.

A meeting of the BEH (Bureau of Education for the Handicapped), Project Directors in Physical Education and Recreation for the Handicapped.

Co-Chairman
Dr. Leon Johnson
Assistant Professor
Health and Physical Education
University of Missouri
Columbia, Missouri

Co-Chairman
Dr. John A. Nesbitt
Chairman, Recreational Education Program
University of Iowa
Iowa City, Iowa

INTRODUCTION

Introductory remarks were made by Leon Johnson.

John Nesbitt extended his appreciation to Dennis Vinton, University of Kentucky, for Vinton's assistance in developing the Conference. On behalf of the project directors, Dr. Nesbitt extended their appreciation to Dr. Johnson for his continued effort in compiling, printing and distributing the Newsletter.

The invited guests were introduced:

Beth Phillips, American Association for the Blind;
Lou Brenett, National Parks Service;
Paul Hippolitus, President's Committee on Recreation and Leisure for the Handicapped;
Roy Rush, American Foundation for Overseas Blind;
Wanda Brennett and Dolores Geddes of the D.C. Team and part of the IRUC staff;
Peter Brant, Bureau of Outdoor Recreation;
Doreen Carp, American Speech and Hearing Association;
Jerry Hitizusen, National Therapeutic Recreation Society;
David Parks, National Parks and Recreation Society; and
Mel Apell, Bureau for the Education of Hamdicapped.

During an evening meeting of the Ad Hoc Conference Planning Committee, crucial information concerning the continuing status of the Education of Handicapped Acts (EHA) was presented by John Logamacino, Legislative Liaison of the National Recreation and Parks Association (NRPA). The committee attempted to discern whether or not this critical revelation would alter significantly the overall purpose of the conference. It was resolved that the conference would proceed as scheduled, and there would be minor alterations in the conference's format to accommodate work on a resolution.

Further discussion on a resolution expressing the concerns of interested persons attending the conference over the status of E.H.A. was tabled until the arrival of Mr. Logamacino.

Points expressed by Mr. Hillman:

1. The area of physical education and recreation has been growing steadily.
2. At least 25% of a professional's lifetime is expended in the area of politics.
3. The purpose of this Conference is to develop needs, assess and evaluate the needs for preparing personnel and researching the impact upon the "whole" community.
4. Issues which will be raised (i.e. Bill #6016) at this conference will circumvent both professional and critical concerns.

5. It is with marked consideration that the phrase and the area of "physical education and recreation for the handicapped" is not well represented in the Federal Register, a document which covers the entire gamut of progress for the handicapped sponsored by B.E.H.
6. Senator Kennedy submitted the Education of Handicapped Acts to Congress in 1967, and he intended it to remain as a viable funding mechanism to benefit the handicapped.
7. Revenue sharing may further impair positive movement in the area of funding for the handicapped.
8. The project directors will have to be the advocates in physical education and recreation for the handicapped.

NEEDS STATEMENTS

One purpose of the Conference was to allow ample time for each of the project directors to present a needs statement, which would represent the needs of the director's state.

INTRODUCTION -- KEYNOTE ADDRESS SPEAKER

The previous evening, following Mr. Logamacino's critique on legislation affecting the handicapped a drafting committee composed of Mr. Logamacino, Dr. Johnson, Dr. Nesbitt and Mr. Szymanski, met to develop the initial draft of a resolution. Work on the resolution was tabled until it was aired at the Conference, and a committee formed to pursue its final development.

Dr. Nesbitt introduced John Logamacino, Director, Unit on Special Programs, National Parks and Recreation Society. The Unit concerns itself with legislation.

KEYNOTE ADDRESS

Mr. Logamacino informed the group that he spent yesterday afternoon on Capitol Hill with two key staff persons who have been dealing with the Education of the Handicapped Act, or more specifically, the Ammendment of 1973 to that Act. This Act provides Federal support for projects in physical education and recreation for the handicapped. The enabling legislation under E.H.A. expired at the end of the fiscal year, 1972, and has been continued under emergency funding for one year. Action has been taken by both the House and Senate Committees on the Handicapped. The Senate wants to move the Bill along extending it for three years; and continue the allocation, and even raise it. If it were to pass, this would allow B.E.H. to develop some long range plans. A situation has stalled the Bill and has placed it and the administration in jeopardy.

Elementary Secondary Education Act (ESEA), is being marked up in the House, a process which has been lengthy. The Senate sub-committee has not taken formal action on a similar bill, mainly because the Senate is waiting for a more definite movement on the part of the House.

The E.H.A. Bill, or HR 6016, is being held hostage by Congressman Carl Perkins, Chairman of the House Education and Labor Committee, because he feels that E.H.A. will give more leverage, more clout to E.S.E.A. In other words, he is very reluctant to have E.H.A. proceed as a separate amendment. He has made a calculated decision stating that E.S.E.A. will be weakened if E.H.A. proceeds on its own. He has decided that he wants all the political clout he can muster until E.S.E.A. is approved and moved to the floor of the House. Although E.S.E.A. has become an accepted, major piece of legislation, a source of federal assistance, and when it is renewed large sums of money are authorized and appropriated, it remains that every time the Bill is called to the floor, it is a controversial piece of legislation because many points of the Bill are subject to strenuous debate.

There is every indication, that within a matter of hours, E.H.A. could be passed under the suspension calendar (which is a non-controversial Bill passable by a 2/3 vote without a whipper). The Senate has indicated that they will accept the House Bill, 6016, and that all they need is a Bill.

Perkins does not represent a true consensus of the committee who has passed that piece of legislation. The fact is he is pretty much an individual as far as the judgement on this matter. The Senate staff people are worried that this long standing delay may affect:

1) the efforts to alter the structure of B.E.H.;
2) almost phasing B.E.H. out of certain programs.

Bill HR 6016, was initiated by the House on March 25, 1973; and passed by the Senate, S896, on June 26, 1973. The fact that the Bill has lied dormant in committee for six months and will not be moved in the very near future is viewed by U.S.O.E. as a good excuse to reorganize, downgrade and eliminate programs. The rationale that Congress does not care about B.E.H. is developed on this basis.

By the end of the First Session of the 93rd Congress, if the Bill is not brought to the floor by December 15, it cannot be taken to a vote.

Mr. Logamacino suggested a number of avenues which concerned citizens can take:

1. The individual should visit his representative and advise him of his concern that this legislation is not moving.
2. Express the benefits of this legislation relative to a program in his district.
3. Stress that the impact of a cutback or phaseout on his district will pose considerable problems.
4. Relate to the people at home and get them to express their concern.
5. Get allies on a local level (i.e. County Republican Committee).
6. Stress the accomplishments that were made because of this legislation.

7. Visit the Democratic and Republican party chairmen.
8. Get the people at home who are concerned with the handicapped to write to their representative.
9. Inform parents of the situation.
10. Do not put the Congress on the spot, be brief, direct and reasonable.

The important item to stress is the impact that the phaseout will have on the congressman's local district.

This group is not a special interest group, but is involved in public service to a special population. The group needs federal support for continuation in this area, and, because of the support in the past, tremendous accomplishments have been realized. All of this reverts to one point---and that is Purpose.

The following has been accomplished:

1. A sensitivity on the part of a number of members in the House that the delay of this legislation is causing considerable hardships on important local programs.
2. It is hoped that the sensitivity of the situation in your locale can be conveyed to your congressman. He in turn will tap Perkins on the shoulder and question him as to the status of this Bill.
3. If enough people begin to edge congressmen, talk about the Bill may reach some additional visability.

The Senate passed S896, June 26, 1973, to amend the Education of the Handicapped Act. Bratamus submitted a Bill H_______, a clean bill and the House Committee on Education and Labor agreed to HR 6016, to extend the Education of the Handicapped Act to three years. The full committee agreed to it. In order for a bill to get to the floor of the House for action, the Chairman of the Committee who reports the bill has to ask to take it out. This bill could be passed under the suspension calendar, meaning that it is a non-controversial bill and it needs a 2/3 vote to pass. The chairman of the committee has to want for the bill to be put to the floor.

Mr. Logamacino distributed the names, room and telephone numbers of the congressmen on the Education and Labor Committee. He suggested that by contacting the members of the committee, additional visability may be gained.

Questions were raised:

1. What is the difference between E.S.E.A. and E.H.A.?

   HR 6016 is the authorizing legislation for the Education of the Handicapped. Failure to pass that Bill is enabling the administration to reshuffle and cutback existing activities in that agency. The Bill is a stop gap in that the programs will dwindle away if not passed. This is long range enabling legislation with an increase in the authorization level.

2. Are other agencies informed of this crisis?

Yes, especially agencies dealing with the deaf, they are ahead of the progress of the bill. Fred Wientraub of C.E.C. is possibly advocating the passage, along with other education agencies. Dr. Nesbitt commented saying that we are assuming the other agencies are moving in a similar direction as we are here.

3. Why isn't AAHPER moving?

To our information, last year, NEA and AAHPER was not involved in E.H.A. and we were at a loss to understand exactly why. To our knowledge, those associations are not involved.

4. Are the special education departments in our states involved? If not, why?

Larry Neal felt that they are not and that it will be the task of the project directors to carry this information back to them. It also would be beneficial if we joined forces with them for they have as much to loose as we do. Ideally, if there could be some movement before December 15, the results would be benefical, but the odds are great.

10. Alluding to the position that handicapped have had a bottom priority in many areas, Dr. Nesbitt said that unless there is a change, the handicapped will remain at the bottom.

11. What areas are covered by the E.H.A. Bill?

personnel training;
innovation;
the House Bill raised the authorization levels; and
the Senate Bill is similar to what B.E.H. is operating under at this present time.

12. Prior to the B.E.H. finding of AAHPER for the IRUC Program it was very shakey that there would be any programs for the handicapped within AAHPER. Handicapped programs in AAHPER are at a lower priority than NRPA.

LUNCH

Julian Stein

Dr. Nesbitt introduced Dr. Julian Stein of AAHPER and IRUC.

A bill has been introduced in the House calling for a nationwide survey to determine the need for athletic trainers in all schools. If the bill is passed, within eight years, every secondary and junior high schools involved in an athletic program would be required to have a certified athletic trainer on their staff. Since the bill contains a training component, Stein's office has been working closely with the Legislative assistants in a move to have adapted physical education training as a requirement for this person.

In keeping with the purpose of the conference, Nesbitt asked Mr. Roy Rusk and Mr. Mel Apell to give their views on the area of legislation.

Mr. Rusk commented that until some eight years ago recreation was not viewed on any level of priority. He appealed to the group, requesting that they become more involved with on-going activities. The area of blindness is a forerunner in terms of legislation. The American Association for the Blind has had a local effort in Washington which has lobbied for the handicapped. Mr. Rusk said that he could supply the group with copies of the Washington Report, a newsletter which reviews the legislation submitted.

Mel Apell

There are some frightening events occurring which may not project themselves as positive and stimulating; but they merit your attention. What reorganization will specifically eliminate has not been realized; rather there has only been rumors. The difficulties amount to what USOE thinks of BEH and vice versa. USOE feels that the Bureau should be an office under the Bureau of State Service. This poses a problem because of the legislation that exists. For example, it would be difficult for a Bureau to report to a Bureau.

The hopeful intent is that all programs in the education of the handicapped will fall under the Bureau's jurisdiction. What this amounts to is not only the reorganization of USOE, but, also, the reorganization of B.E.H. The entire situation is not meant to be a decentralization; rather, it is a reorganization, the reassignment of persons within the Central Office. It may mean that a person who has been in administration for twenty years may be offered a specialists position, with similar duties.

The movement to which we are all drawn is to advocate not only for the program, but also, for our own jobs.

One of the problems facing B.E.H. is that physical education and recreation does not have a program perse. At this time, B.E.H. is doing an evaluation of the needs in order to formulate program. B.E.H. has reviewed the trends, what programs were successful in the past and where; and after taking all this into account B.E.H. is proceeding to develop that program.

David Szymanski

Dr. Johnson introduced Mr. David Szymanski--who will speak about the situation in New York.

As Logamacino addressed us about the potential crisis, it seems that we do not have simply a bill being held hostage; rather it is the handicapped who are being held hostage. This aspect is what we are attempting to center upon--the child, the parent, the local community. Yet we need the direction from the State; from the Federal bureaus to insure continued development in this area.

Mel Apell spoke about trends. We have trends occurring, and unless we can track these trends, we will never be able to do an adequate job in physical educaiton and recreation. Federal revenue sharing is being disbursed into the areas of sewage treatment plants, construction of highways, mass transit and the like. Maybe we need, Federal legislation mandating that ten percent of the revenue sharing funds must be allocated to a certain area. In New York we are attempting to explore if such an allocation is possible.

Developmental disabilities is funding planning projects. This is a trend. The President has requested that state hospitals de-institutionalize their obese structures. As we are attempting this, as the BOCES (Boards of Cooperative Educational Services) break up their components, in all instances, the children, the adults, all handicapped are placed back into the communities. Yet while all this is occurring, we find communities totally unprepared to handle the influx of a special population. Consequently, the communities do not have programs for the severely mentally, physically and emotionally handicapped. On the one hand, the community is not prepared with specific resources, personnel and financial support, and on the other, we mandate that the community establish services. Forty-three halfway homes exist throughout the State. The question is, are the handicapped receiving services?

Three laws exist in the State; 803 mandates physical education for every child from the age of eight to sixteen years; 3204 supports 803 and describes the academic curricula for all school age children. Why then out of 724 school districts only ten have special physical education programs? In the BOCES network which employees 5,200 teachers there are only 34 physical education teachers per 25,000 pupils?

If there is a trend on the Federal level to view the handicapped as a low priority, then it will have its impact on the State. Model statutes have been written with additional hearings to commence in January. In reviewing them, not once was written physical education and/or recreation for the handicapped. The project's personnel will be approaching the committee to ask some questions and seek their answers.

In terms of the entire State of New York, New York City and Nassau and Suffolk Counties are the forerunners. The City is providing some of the innovation. A recreation program is being tested at the local automat--a place where a considerable amount of the adult population congregates. There is a considerable amount occurring, but we do need continued support from the State. But until this area becomes a high priority, at least higher than it is at this point, we will need continued support from B.E.H. and U.S.O.E. We do not have the specialist. The requirements for an adapted physical education teacher is three credits, usually a survey course on the handicapped. We do have pilot programs--New York University and Brockport: these programs are the actual forerunners in the State. Both are B.E.H. supported programs. Dr. Edith Ball can relay her frustrations of attempts to get new certification--composite, concise, concrete certification. Requests have been received from recreation departments and schools seeking a specialist. They would like to hire a person who does not exist; yet the Federal Government is adverse to training.

Through an interdisciplenary approach, with Federal support, State agencies are beginning to realize some of the concerns, problems, and priorities of the counties. On a State level, these agencies are trying to assist the communities in coordinating services and resources. The planning and operation is B.E.H. funded.

Even though we do have programs, through surveys we have found that from 70 to 94 percent of the handicapped are not adequately serviced. Of the 62 counties, 5/8 are rural populations.

Through continued support from USOE, projects similar to the one operating in New York State may raise the low priority status of many programs benefiting the handicapped.

John A. Nesbitt

Dr. Nesbitt called upon the participants to begin exerting their leadership in matters concerning national endeavors. This mode of operation will have a direct impact upon the states and the future for many handicapped persons.

Out of the DELPHI emerged some areas which seemed to be vertical to their concern and broad concerns emerged from the State reports on needs were seen as horizontal:

1. Mission: a sense of purpose
2. Role and Function of National Organizations---how organizations mesh with each other; what are the resources and issues in these organizations?
3. State Legislation on Physical Education
4. Use of Federal Support Monies---there are resources available which remain dormant and untouched
5. Standards---in the area of personnel, program, service and curriculum
6. Consumerism and Advocacy---specific stratagies
7. Resolutions

Needs Statements

Continuation of reports by project directors.

DELPHI SURVEY

On behalf of the project directors, Dr. Larry Neal expressed their appreciation to Dr. Dennis Vinton who destributed, compiled, ranked and evaluated the survey.

The report on the DELPHI survey:

Purpose and Procedures

This survey was undertaken in an effort to estimate the consensus of the 39 B.E.H. Project Directors in regard to significant issues and concerns confronting the profession in the broad area of physical education and recreation program development for the handicapped and disabled. More specifically, the purpose of the survey was to provide input data to assist the program planning committee in designing the National Conference on Program Development Needs and Evaluation of Physical Education and Recreation for Handicapped Children and Youth held in Washington, D.C. on December 5, 6 and 7, 1973

In constructing the survey instrument, 24 issues and concerns identified by participants in the five B.E.H. sponsored regional institutes held in 1971 to stimulate and develop cooperative relationships among State Departments of Education personnel representing special education, physical education and recreation were listed. Respondents were requested to; (1) review and consider the 24 listed issues, (2) add to the list additional issues and concerns not included among the orininal 24 and (3) rank all issues in order of relative importance.

In addition to the 39 Project Directors, the survey was sent to a group of ten knowledgable and active professionals representing national associations, State Departments of Education, and USOE. Organizations and agencies represented by these individuals included the National

Recreation and Park Association, the American Association for Health, Physical Education and Recreation, the National Association for Retarded Children, the President's Commission on Employment of the Handicapped, the National Rehabilitation Association, the Bureau of Education for the Handicapped and the Ohio State Department of Education.

The purpose of including the panel of experts was to provide a basis for comparison of need assessments between the Project Directors and other professionals whose involvement and positions provide varying perspectives of issues and concerns confronting the profession.

Results

A total of 49 survey forms was sent out; 39 to Project Directors and ten to the panel of experts. Of these, 33 (67.3 per cent) responses were received; 25 (64.1 per cent) from Project Directors and eight (80 per cent) from the panel of experts.

Both groups agreed that the most important issue is EDUCATING THE GENERAL PUBLIC TO RECREATION AND PHYSICAL EDUCATION NEEDS OF THE HANDICAPPED. There was also a high degree of concensus that the second most important issue is the need to COMMUNICATE THE IMPORTANCE OF PHYSICAL EDUCATION AND RECREATION TO ADMINISTRATORS. This issue was clearly ranked second by the Project Directors. However, the panel of experts felt that LACK OF RECREATION PERSONNEL CONCERNED WITH THE HANDICAPPED IN PUBLIC RECREATION DEPARTMENTS was of equal importance while the Project Directors ranked fourth. NEED FOR MORE RECREATION AND PHYSICAL EDUCATION EMPHASIS IN SPECIAL EDUCATION CURRICULA was ranked third overall. Here, a noticeable difference of opinion existed between the two groups. The Project Directors ranked this issue third while the panel of experts ranked the same issue no higher than 11th. INCREASED FUNDING FROM FEDERAL AND STATE RESOURCES was ranked fifth overall being the fourth choice of the panel of experts and the sixth choice of the Project Directors.

It can be generally concluded that there exists a high degree of consensus between the Project Directors and the panel of experts on a majority of issues. There was, however, a noticeable difference of opinion in regard to several issues. In addition to differences cited previously, those issues where a difference of opinion exists include:

> Provisions for special education, physical education and recreation in elementary as well as secondary schools (ranked 6th by Project Directors--12.5 by experts).
>
> More effective utilization of existing resources, e.g., block grants (ranked 15th by the Project Directors--6th by the experts).
>
> Strengthen personnel standards, e.g., certification, registration, licensing (ranked 11th by Project Directors--20th by the experts).

A complete list of the ranking of all 24 issues is included with this report.

A number of new issues and numerous narrative comments were submitted by respondents. New issues added to the list include*:

Involvement of consumers, particulary the handicapped and disabled themselves, in the planning, advisory and decision making processes of those programs that directly effect them.

Need for barrier free construction of recreation buildings and facilities.

Emphasis on a career education approach to prepare the handicapped for careers in the leisure occupations.

Integration of leisure concepts into special education curricula.

Increased political involvement with government agencies at all levels.

Identification of manpower needs for personnel dealing with physical education and recreation for the handicapped.

Enforcement of existing legislation mandating physical education for all children and state standards stipulating class size.

Creation of special certification for adapted physical educators and educators with advanced training for working with the handicapped.

Inclusion of provisions for physical education and recreation in new state legislation for special education.

Need for increased support from professional associations in developing programs in physical education and recreation at all levels.

Establish more effective strategies to facilitate use of revenue sharing programs at the state level.

Need for empitical research to determine the effects of physical education and recreation programs for the handicapped.

Need for higher quality among presently funded programs.

Need for counciling programs in the area of physical education and recreation for the handicapped.

Need for the adoption of broad guidelines in the form of a "mission statement" setting forth long range goals for physical education and recreation for the handicapped.

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*Issues that were similar in content or concept have been combined for inclusion on this list.

DELPHI SURVEY RESULTS

Proj. Dirs.	Experts	Combined	
5	2.5	4	Lack of recreation personnel concerned with the handicapped in public recreation departments.
21	15	20	Need to develop training opportunities for volunteers.
14	12.5	15	Lack of quality professional preparation programs at junior college, baccalaureate and graduate levels.
3	11	3	Need for more recreation and physical education emphasis in special education curricula.
23	24	23	Need for more emphasis on outdoor education.
18	10	18	Need to instill innovativeness and creativity in personnel.
12	18	12.5	Determination of resources needed to train recreation and physical education personnel.
1	1	1	Educating the general public to recreation and physical education needs of the handicapped.
8	8	8	Inadequate staffing and support for physical education and recreation in state departments of education.
9	9	10	Development of model training programs for state and local levels.
4	12.5	6	Provisions for special education, physical education and recreation in elementary as well as secondary schools.
20	17	19	Utilization of parents as educational and recreational resources.
10	7	9	Establish programs for the handicapped that do not isolate them from the "normal" child.
7	5	7	Improve interdisciplinary cooperation between physical education, special education and recreation.
2	2.5	2	Communicate importance of physical education and recreation to administrators.
24	23	24	Delineation of whom to include under the "handicapped" classification (disadvantaged, poor, etc.)
6	4	5	Increase funding from federal and state resources.
15	6	14	More effective utilization of existing funding resources, e.g., block grants.

Proj. Dir.	Experts	Combined	
22	16	22	Recruitment of minorities into training programs.
17	19	16	Strengthen continuing education opportunities
13	14	12.5	Utilization of research in the development of training and education opportunities.
11	20	11	Strengthen personnel standards, e.g., certification, registration, licensing.
19	21.5	21	Employing functional job analysis techniques in determining employment requirements, career lattices, and training curricula.
16	21.5	17	Improve salary and benefits for physical education and recreation personnel.

NARRATIVE COMMENTS FROM DELPHI SURVEY

A number of project directors submitted narrative comments with their survey responses. While these comments covered a broad range of substantive issues, they fell primarily into three categories; (1) organizing to provide service, technical assistance and leadership at the national, state and local levels through both government and private-non-profit organizations, (2) advocacy for physical education and recreation for the ill and handicapped and, (3) special problems. These comments are presented below without additional comment.

Organizing to Provide Service, Technical Assistance and Leadership

- There is a need to provide advisory and planning services for the promotion, development, organization and provision from national down through local community and neighborhood of services and programs for P.E. and recreation for handicapped.

- Conferences and meetings are needed that will bring together those interested in promoting physical education and recreation for handicapped children on a continuing basis. These conference activities should include those activities presently carried out at AAHPER and NRPA, but should also be expanded to include CEC, ACA and other organizations, further, the plan for conferences and meetings should include single-purpose planning such as is being done relative to the Dec. 6-7 conference.

- Education and training should be a primary focus of various activities such as those of the Bureau of Education for the Handicapped but it must be recognized that there should be similar support flowing from a number of Federal agencies and Federal-State programs.

- Equipment, facilities and supplies should be provided for physical education and recreation for handicapped children through one or more Federal and Federal-State programs. This should not be allowed to fall into a "give-away" configuration but rather, it should be organized in such a manner as will provide orderly support in response to actual needs. In general, equipment should be of an adapted nature or adaptation devices; facilities should relate to actual buildings such as the Recreation Center for the Handicapped in San Francisco; supplies should be for depressed and problem areas such as rural areas.

- Fellowships for undergraduate, graduate and writer/researcher/educators should be provided on a much larger scale as well as special training funds for short term training of working personnel.

- Technical information should be enhanced and maintained at their present level (AAHPER-BEH project)

- Public information campaigns should be organized at the national, state and local levels.

- Funding should be provided for a wide range of local activities directly from the Federal government or through a Federal-State program. Funding should be for personnel and special programs and services.

- Research and studies should be supported on a vastly expanded basis.

- Standards and agreements should be developed by professionals for use at the national, state and actual teaching or program site. A major effort must be undertaken in this area.

- Personnel are needed on a short term exchange basis so that they can move from program site to program site, from state to state, etc.

Advocacy for Physical Education and Recreation for the Ill and Handicapped

- There is a monumental need to develop an advocacy effort in physical education and recreation for the ill and handicapped. The national professional organizations are not able to perform this function under the internal revenue tax laws that exist at the present time. Advocacy, in terms of influencing legislation, is something that they are forbidden to do by law.

  The second logical proponent and possible advocate are the voluntary health agencies. They are also disallowed to advocate because of tax laws. They, like the professional organizations, do let their expert opinions be known however.

- Handicapped consumers themselves are potentially the single most significant advocacy group. Clearly, the "athletic stars" of the disabled sports world have made progress in organizing programs (90 wheel chair basketball teams, the Inconvenienced Sportsman's Charter passed by Congress), but for 99 percent of the ill, handicapped and disabled there are no, none whatsoever, advocates, neither an indigenous advocate, or professional advocate, etc.

- In terms of the need for advocacy for recreation for the ill and handicapped, there is an over-riding need for an organized, concerted effort to promote legislation that would provide for recreation, leisure and cultural opportunities for ill and handicapped.

- In terms of the highly technical and professional nature of physical education and recreation for ill and handicapped, there is a pressing need for the two fields to pull together to provide clearly focused professional guidance and surveillance to Federal and state governments and to voluntary health agencies at the national, state and local levels.

- There is a need to coordinate and synthesize physical education and recreation programs to best serve the various needs of the handicapped child or youth through the schools and in the community in those areas in which the two fields are most concerned.

Recreation activity is a primary focus of both disciplines but the settings in which they operate and the responsibility for being the primary provider of service shifts. The physical education person is primarily responsible for school-time and school-age. The recreation person is non-school time, school-age and beyond and community based.

- There is a need to bring the voluntary health agencies to the point where they have some type of forum for dealing with recreation and physical education (primarily recreation) for ill and handicapped.

- There exists a fundamental need to establish a national association for physical education and recreation for handicapped children and youth.

- There is a need to consolidate the activities and services, information and materials of the voluntary health agencies.

- There exists a need to influence the inclusion and eligibility of physical education and recreation for handicapped children and youth under federal programs by working with, pressuring, fighting with, federal administrators or programs. This ranges from something like developmental disabilities to the activities of the President's Council on Fitness and Sport.

Special Problems

- Paradoxes, inconsistencies, misconceptions, and confusing issues in so many areas of the field make generalizations and unsureness of ways to proceed difficult.

- Divergence and even diametrically opposed goals, objectives, and priorities are evident at different levels--national, regional/district, state, local--of the same organization, agency, or association.

- Duplication of efforts and activities among disciplines, groups, organizations, agencies, and institutions involved in these areas. (Result of lack of cooperation)

- Need for improved public education, public relations programs and activities so that the lay public and persons in communities all over the country develop greater understanding, appreciation, and support of these programs and activities.

- Involve more consumers (persons with various handicapping conditions themselves) in planning stages, advisory capacities, and related responsibilities for decision making process that so directly and intimately involves them. Recognize emphasis, needs, and demands for information, materials, and assistance for programs and activities for (a) severely and profoundly mentally retarded persons, (b) multiply handicapped individuals, and (c) integrated programs.

- Work to eliminate confusing and contradictory terminology in the field (this certainly ties to greater inter-disciplinary cooperation and multi-agency teamwork).

- Exerting professional leadership in terms of conviction rather than doing things to promote specific professional empires, individual ego, and contrary to research evidence, empirical evidence, and experience in programs and activities at all levels and in varied situations.

- Emphasize similarities (rather than differences) in these programs and activities so that less reluctance and more involvement can be obtained through community recreation personnel, public school persons, and others involved in regular programs and activities.

- The project directors in many respects are not committed to any type of real progress relative to physical education and recreation for handicapped children in a program development way. Further, the inner circle of concerned project directors and people bouy up their sagging egos and spirits by "seeing programs" through the articles we get published, the limited meetings that we are able to hold, etc. We have to recognize that we are not really reaching any sizable public, we are not influencing any legislators, etc. We must start to set actual goals and targets if we are to have impact. Let's call them "Impact Goals and Targets" and start pinpointing what we need to do to have any real or direct influence.

Dr. Nesbitt shared his feelings to the survey. They are as follows:

1) our concern is about this uniquely particular group of which there is no other in the nation (National Ad Hoc Committee on Physical Education and Recreation for Handicapped Children and Youth);

2) utilization of existing resources---federal, state and local funding;

3) personnel standards in A.P.E. and T.R.---what are they, and where are they?;

4) consumerism---how do we get them involved and become involved with them?;

5) career education (Dr. Vinton and Dr. Hawkins);

6) leisure education---as opposed to recreation;

7) advocacy;

8) legislation---enforcement of existing legislation, developing new legislation, utilizing legislation developed in other states;

9) stimulation of existing agencies, associations, organizations, and of new organizations, structures and processes;

10) research;

11) manpower; and

12) needs sensing.

The conference moved to the description and mission of each of the workshops. Dr. Vinton was again thanked for his work on the DELPHI Survey.

The work groups and suggested tasks are as follows:

Mission Statements:

1) Physical education, recreation and special education together;

2) Physical education;

3) Recreation; and

4) What are recreation and physical education doing together?

National Organizations:

1) Where do federal, state and local agencies fit into our priorities?;

2) Who is scouting for the handicapped?;

3) Professional organizations;

4) How can we best exploit these groups?; and

5) These organizations lack focus.

Physical Education State Legislation:

1) Describe problems;

2) Establish some guidelines; and

3) Formulate some principals.

Use of Federal Support and Programs:

1) Developmental disabilities;

2) Revenue sharing;

3) Social security; and

4) Old age.

Standards:

1) Development of new stratagies.

Advocacy:

1) Stratagies; and

2) How does this group fit in?

Resolution:

New structures and due processes for handicapped children and youth.

Mr. Nesbitt proceeded to appoint the conference participants to various work groups; and outline the model (attached).

MISSION	R/F NATIONAL ORGANIZATIONS	P. E. LEGISLATION
FEDERAL SUPPORT	STANDARDS	CONSUMER ADVOCACY
RESOLUTION	NEW PROGRAMS	RECREATION LEGISLATION

December 7, 1973

The conference participants were called to order. Dr. Johnson requested that the six work groups re-convened for the purpose of finalizing the discussions of the previous evening.

General Information and Planning

It was proposed that the BEH project directors meet at the National Conference of AAHPER in Anahiem. It was agreed that the directors would meet on Thursday, and Dr. Johnson and Dr. Nesbitt would notify the directors as to the time and place through the newsletter.

Dr. Johnson called for suggestions in order to plan a meaningful program at Anahiem. It would be important to report what occurred following this National Conference.

There has been overwhelming support of the Newsletter outside of the project directors. Persons, state special education departments and the like have requested copies of the Newsletter.

Out of the 40 projects, 32 attended and reported. The remaining eight projects sent their reports for distribution.

Needs Statements

Each project director distributed a copy.

Work Group Reports

The Conference moved into hearing the reports from each of the work groups. The resolution committee was asked to speak first.

Resolution Work Group

The purpose was to draft a resolution which would have the support of a majority of the individuals present at the conference. It would be up to the individual to address a personal letter to his Congressman. It was not determined whether or not an individual should sign the resolution.

From the initial draft drawn by Dr. Nesbitt, Dr. Johnson, Mr. Logamacino and Mr. Szymanski, the committee changed some of the wording.

In order to have a continuing effort on legislation, it was suggested that Dr. Johnson and Dr. Nesbitt co-chair a National Ad Hoc Committee would be the advocate on the State level.

Corrections, additions and deletions were voiced from the floor and added and deleted based on a majority consensus.

A motion was presented--that the resolution be accepted; Dr. Johnson and Dr. Nesbitt make the necessary corrections; construct a cover letter; and forward it to all members of the House Committee.

The motion was changed--deleting, "Members of the Committee" and expanding it to all selected legislators deemed instrumental to the cause. Motion seconded. The floor was opened for discussion. The motion carried by a majority vote.

A question was raised whether or not there existed documentation to support the resolution. A motion was made to send Chairman Perkins all the data compiled by the projects; motion seconded. The floor was opened for discussion.

The motion was changed to read that the co-chairman (Johnson and Nesbitt) be tasked with the responsibility of selecting what they felt was pertinent data to be forwarded, accompanying a resolution. The motion was carried by a majority vote.

A motion was made that anyone who can sign the resolution with or without university affiliation do so; seconded; discussion. It was agreed that the signature and affiliation would distinctly represent a National Ad Hoc Committee; the motion carried.

The need for an evaluation clearinghouse was expressed. The idea was tabled for future discussion.

The remaining work groups reported (found in attachments).

Closing Remarks

The success of the Conference would be evaluated in the coming months.

The Co-Chairmen, Dr. Leon Johnson and Dr. John Nesbitt, extended their appreciation to everyone involved.

Respectfully submitted,

David J. Szymanski

David J. Szymanski

APPENDIX G

SPECIAL STUDY CONFERENCE

January 16, 17, 18, 1974
New York University

OUTLINE OF TASKS, COMPETENCIES, AND LEARNING EXPERIENCES FOR TEACHERS OF SPECIAL PHYSICAL EDUCATION

Sponsored by
The University of the State of New York
The State Education Department
Division for Handicapped Children

This conference has been made possible by funding awarded to the University of the State of New York, Board of Regents, State Education Department, Division for Handicapped Children, by the United States Office of Education, Bureau for Education of the Handicapped, Division of Training Programs, Grant Number OEG-0-72-4303, Project Number, H213260B, PL 91-230.

INTRODUCTION

One of the chief characteristics of education in New York State has been the effort to guarantee to every child the opportunity for an education of the highest quality that will enable him to become "all he is capable of being."

The aim is noble, but its full realization- especially for the handicapped child- has yet to be achieved. To a large extent, progress has been hindered by inadequate preparation of teachers and a dearth of readily available resources. In physical education, for example, relatively few teachers are equipped with expertise both in the subject and in the needs and capabilities of handicapped children. As a result, the special education teacher is often faced with a subject in which his knowledge is limited, and/or the physical education teacher must modify his work to accomodate learning patterns and modes of expression that are sometimes quite different from those he observes in his regular classes. The experience is a growing one for both; but it is also difficult, and there is little by the way of supportive material to help.

On January 16, 17 and 18 a conference, jointly sponsored by New York University, Physical Education Program and the Division for Handicapped Children, New York State Education Department, was held, a move to resolve the problem. The primary purpose of the Conference was to refine materials on tasks, competencies, and learning experiences for leadership in physical education for the handicapped. The materials have several uses:

A- for New York University:
  1-as an intermediate step in planning a proto-type doctoral program to train resource specialists in physical education for the handicapped;
  2-as an intermediate step in developing one or two courses for pre-service special education master's degree majors as preparation to teach physical education to handicapped children; and

B- for the Division for Handicapped Children (SED):
  1-by the Bureau for Mentally Handicapped Children, Special Project in Physical Education and Recreation for the Handicapped, in connection with the development of resources for leadership in physical education for the handicapped;
  2-by Task Force Committees in Monroe, Tompkins and Westchester County in the development of workshops and in-service training sessions for persons involved with the handicapped in the areas of physical education and recreation.

The Division for Handicapped Children would like to express its sincere appreciation to Dr. Raymond A. Weiss, Director, Division of Health Education, Physical Education and Leisure Studies; Dr. Edith L. Ball, Professor Emeritus, Division of Health Education, Physical Education and Leisure Studies; and William Karper, Graduate Assistant, New York University for their diligent efforts in planning, organizing and conducting this most important conference. Without their cooperation and hard work no event such as this would ever be possible.

It is hoped that this document represents those "ideals" which we would like to see in competent professionals.

In preparation for the Conference, homework materials were distributed to each of the participants. The participants were required to follow this guideline:

GUIDELINES FOR HOMEWORK IN PREPARATION FOR THE CONFERENCE

I. Review characteristics of school program of physical education for the handicapped.

II. Review tasks, competencies and learning experiences for the physical education teacher and react:

A. Re: Tasks
(1) Have any tasks been omitted? If so, add.
(2) Are any of the tasks superfluous or not the responsibility of the physical education teacher?
(3) Would you state any of the tasks differently? If so, restate.

B. Re: Competencies
(1) Are any of the competencies incorrectly associated with tasks? If so, what is the correct association?
(2) Are any of the competencies not properly the responsibility of the physical education teacher?
(3) Have any competencies been omitted? If so, add them.
(4) Have any competencies been incorrectly or ineffectively stated? If so, restate.

C. Re: Learning Experiences
(1) Are any of the learning experiences inappropriate for the corresponding competencies?
(2) Are any of the learning experiences stated inappropriately regarding a suitable format for identifying learning experiences?
(3) Are there any major learning experiences that should be added to any of the competencies?

III. Tasks and competencies for the special education teacher to teach physical education for the handicapped.
(1) From the list of tasks and competencies in the work materials, identify the tasks and competencies that should be expected of the special education teacher having no preparation and little or no experience in teaching physical education.
(2) Are there additional tasks that the special education teacher should perform in teaching physical education?
(3) Are there additional competencies that should be expected of the special education teacher in teaching physical education?

IV. Learning experiences for the special education teacher.
(1) Are any of the learning experiences for the corresponding competencies not suitable for the special education teacher in teaching physical education?
(2) Are there major learning experiences that should be added to any of the competencies?

V. Preservice professional courses in special physical education for special education students.

  (1) What are the essentials of physical education tasks and competencies that should be included in one or two courses offered in a preservice program in special education to prepare for teaching physical education for the handicapped?
    (a) If only one course is to be offered, which tasks and competencies should be covered?
    (b) If two courses are to be offered, which tasks and competencies should be covered, and how should they be allocated to the two courses?

VI. Re: the assumptions stated in the work materials?

  (1) Are they valid?
  (2) Are they workable?
  (3) Are there other assumptions that should be stated?

TASKS, COMPETENCIES AND LEARNING EXPERIENCES FOR TEACHERS OF PHYSICAL EDUCATION FOR THE HANDICAPPED*

Assumptions Regarding Special Education and Physical Education Teachers

The following assumptions underlie the formulation of these tasks, competencies and learning experiences:

1. That a supervisor will be available and responsible for the organization and administration of the program but that the teacher needs to know the function of the supervisor as a resource for the teacher.

2. Where there is a specialist, in Physical Education for Handicapped, he will handle responsibilities of a supervisor of Physical Education for the Handicapped as well as other supervisory duties.

3. There is justification for repetition of learning experiences identified under differing competencies and tasks.

4. Under supervision of a specialist in Physical Education for the Handicapped a special education or regular physical education teacher can conduct physical education for the handicapped.

5. Through in-service education, it is possible to train special education and physical education teachers to conduct individualized physical education for the handicapped.

6. There is a degree of interrelatedness among the tasks. No one task can be completely carried out without the support of the other tasks.

TASK 1 To plan and organize a program of physical education for the handicapped.

Competencies	Learning Experiences
a) To identify the goals of a physical education program for the handicapped.	a.1) Identify the characteristics of goal statements that make them useful in giving direction for program planning.
	a.2) Determine in what ways goal statements differ from statements of objectives

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*Revised at the Working Conference, January 17-18, 1974 a.3) Identify the contributions or values of physical education experiences and express these contributions as statements of goals of physical education.

a.4) Determine ways in which the disabilities of handicapped children modify the importance of certain physical education experiences, and restate the goals of physical education to reflect these points of emphasis.

b) To identify specific objectives (affective, cognitive, motor) that are essential to the attainment of the goals, and precise enough to guide instruction and evaluation.

b.1) Identify the characteristics of statements of objectives that make them useful in program planning.

b.2) For each of the goals of physical education for the handicapped, identify the attitudes and behaviors that physical education seeks to attain.

b.3) For each behavior that physical education seeks to attain in the handicapped, prepare a statement of an objective that can be used to guide instruction and evaluation.

c) To identify the learning experiences (content) that are suitable for the attainment of the specific objectives.

c.1) Identify classification systems for physical activities which can be classified according components such as: physical fitness, motor fitness, motor ability.

c.2) Compile representative lists of activities within each category.

c.3) Rate the activities for their contribution to the specific objectives of physical education for the handicapped.

	c.4)	Rate the activities for their suitability of use at major developmental levels.
	c.5)	Characterize the activities for their suitability of use by persons with various handicapping conditions.
	c.6)	Characterize the activities for the suitability of use under various environmental conditions of available space, facilities, available time, equipment, size of class, etc.

TASK 2 To provide a suitable physical environment for the conduct of the physical education for the handicapped.

Competencies		Learning Experiences
a) To identify the criteria by which to judge the suitability of available space for various types of physical activites.	a.1)	Identify the space requirements for a sample list of physical education activities in the regular program and write a rationale for the need to modify the space requirements when engaged in by persons with handicapping conditions.
b) To identify the types of facilities needed for the program of physical education for the handicapped.	b.1)	Identify the facilities needed for a sample list of physical education activities and write a rationale for the need to modify the facility requirements when engaged in by persons with handicapping conditions.
c) To identify the equipment needed for the program and to identify sources where the equipment presently is or may be procured.	c.1)	Devise equipment from discarded household and other items and explain how the improvised equipment can be used for physical education learning experiences for handicapped children.

c.2) Prepare two lists, one showing equipment which is suitable for regular and special physical education, and the other showing equipment for regular physical education which would not be suitable for specific handicapping conditions. Explain how the equipment would have to be modified or substituted for in special physical education.

c.3) Write for catalogues from equipment companies that specialize in physical education for the handicapped, and develop a list of physical education activities for which the listed equipment would be suitable.

c.4) Prepare a list of physical education activities for which special equipment is not commercially available.

d) To identify the types of teaching aids that would enhance learning in physical education for the handicapped:

d.1) Compile a list of films which have been prepared for use in special physical education.

d.2) View some of the films and prepare critiques assessing their worth in teaching about physical education for the handicapped.

d.3) Prepare an annotated bibliography related to the planning and conduct of physical education for the handicapped.

d.4) Analyze a video-type of teaching techniques utilized in several instructional situations involving handicapped persons.

TASK 3 To plan individualized learning experiences for persons with specific disabilities.

Competencies		Learning Experiences	
a)	To identify various handicapping conditions and their potential effects on both learning and participating in selected physical activites.	a.1)	Read, discuss, and analyze materials dealing with the nature of conditions which may result in limitations of disabilities, or handicaps, including functional disorders.
		a.2)	Participate in firsthand, practical experiences with persons with a broad range of handicapping conditions.
		a.3)	Specify the physical-motor implications of various impairments, disabilities, and handicaps.
		a.4)	Review medical histories or case studies which indicate observed symptoms, behaviors, and approaches for recommending physical-motor activities.
b)	To identify assessment procedures suitable for persons with various handicaps for determining student characteristics and abilities related to specific objectives.	b.1)	Compile a list of instruments for measuring performance related to the specific objectives.
		b.2)	Evaluate selected instruments for their validty, reliability, norms, usuability for formative evaluation and suitability for specific disability populations.
		b.3)	Plan and implement arrangements for administering selected tests, including the layout of testing stations, equipment needed, time requirements, and numbers that can be tested, space requirements and scoring procedures.

c) To select learning experiences (content) that are appropriate to the ability level and the characteristics of the individuals with specific handicaps and disabilities.	c.1)	For a specific activity, such as exercises to strengthen the body, classify various exercises for their use by individuals who are at differing levels of performance.
	c.2)	Further classify these exercises for their appropriateness for persons with various handicapping conditions.
	c.3)	For persons with various handicapping conditions, plan hypothetical programs showing progressions of activities through sequential levels of improving performance.
d) To identify evaluation procedures for the assessment of the progress and outcomes of the learning experiences.	d.1)	Compile and use a variety of instruments that may be used for formative and summative evaluation.
	d.2)	Evaluate the instruments in terms of their suitability for use in formative and summative evaluation.
e) To select teaching strategies that will enhance individualized learning experiences.	e.1)	Identify the various styles of teaching that can be used in physical education programs for the handicapped and describe the characteristics of each style.
	e.2)	Indicate the types of disabilities for which the teacher must direct the student by encoding and decoding in a command-response type of instruction and explain how this instructional method should be modified for differing specific objectives.
	e.3)	Identify those disabilities in which the teacher can provide the learner with opportunities for selfassessment and self-involvement in learning experiences, and explain how this type of experience should be modified for differing specific objectives.

f) To identify the professional resources in the school and community, i.e., school physician, school nurse, guidance counselors, teachers, in the school and to contrast the types of information each can provide for use in assessing the student and planning suitable learning experiences.

f.1) Work out a plan whereby students who are unable to participate in regular physical education are referred for special physical education.

f.2) Describe the roles that the school physician and the school nurse should play in determining the need for special physical education experiences.

f.3) Work out a policy that provides services for students who want to be excused from physical education because of a disability and describe the role of the physical educator, school physician school nurse and other school personnel in executing the policy.

f.4) Work out a policy for gaining approval of individualized exercise prescriptions and describe the role of school personnel in executing the policy.

TASK 4 To plan for the organization of physical education instruction for the handicapped.

Competencies

a) To contrast the advantages and disadvantages of placing handicapped children in separate ~~versus~~ versus dual physical education classes.

Learning Experiences

a.1) Prepare a special physical education schedule showing ways in which use can be made of modular scheduling, combined special-regular classes, dual class approaches, and other flexible patterns.

a.2) Describe the advantages and disadvantages of regular, separate, and dual physical education classes for the handicapped.

a.3) Identify the specific objectives of special physical education that could be attained most effectively under the various scheduling methods and explain the basis for the choices.

		a.4)	Cite illustrative activities that could be taught most effectively in separate, regular or dual scheduling of classes, and explain the basis for the choice of scheduling.
		a.5)	Visit classes and note differences in organization patterns.
b)	To identify suitable personal data sheets and and other record-keeping systems for noting the status and progress of students classified for special physical education.	b.1)	Develop a personal record form for special physical education, providing the essential information needed to show progress and problems of students including formative evaluation.
		b.2)	Describe the types of forms needed for the effective conduct of physical education programs for the handicapped.
c)	To identify important aspects of planning related to the health and safety of the handicapped in physical education classes.	c.1)	Explain the reasons why physical education for handicapped children requires special safety procedures.
		c.2)	Describe ways in which special equipment can be used to reduce the danger of injuries to which persons with disabilities are prone.
		c.3)	Describe the precautions of supervision the teacher should exercise for the protection of handicapped children in special physical education.
		c.4)	Describe hygienic problems encountered in physical education programs for the handicapped, and indicate precautions that may be taken to minimize these problems.
		c.5)	Describe the interacting roles of medical personnel and physical educators.

TASK 5 To conduct programs of physical education for individuals and groups with a variety of handicapping conditions.

Competencies		Learning Experiences
a) To determine a tolerance limit for participation in various exercises and movement oriented programs as defined in the literature and revealed by medical records and student evaluation.	a.1)	Administer tests selected to determine performance in relation to specific objectives. Be able to interpret findings accurately.
	a.2)	Utilize available test norms to identify students' needs for specific physical/motor prescription and establish norms for a specified population.
	a.3)	Identify characteristics of varying types of handicaps and participating in a variety of physical activities.
	a.4)	Use medical records to determine tolerance limits.
b) To be able to perform the variety of activities included in a program of physical education for the handicapped.	b.1)	Perform activities suitable for a program of physical education for the handicapped.
	b.2)	Give the rationale for activities and create and/or develop suitable activities.
c) To assess the abilities and limitations of the learner at the start of a unit of instruction as a basis for determining a point of entry into the instructional program.	c.1)	Review a videotape of a student performing a variety of motor ability tests and identify and describe movement problems.
	c.2)	List the implications of specific postural diviations or other conditions in terms of potential physical/physiological problems that might develop.
	c.3)	Evaluate a variety of physical activities and movement tasks in terms of their usefulness and limitations in meeting needs related to identifying physical/motor movement problems.

		c.4)	List activities having a potential for meeting needs of the individual.
		c.5)	Write hypothetical program for individuals in each handicapping condition based on prescription of a doctor
d)	To select activities within a unit of instruction that are consistent with the individual's level of ability and ability to learn.	d.1)	List exercise/movement tasks or goals for individuals as a result of analyzing a selected test battery based on prescription of a doctor.
		d.2)	Develop a list of prescriptive movement tasks/exercises recommended on the basis of screening test results.
		d.3)	List learning experiences needed by the child.
		d.4)	Identify behaviors that will show that child has achieved the prescribed goals.
e)	To break down the learning task into its components, arranged to provide progression from less difficult to more complex learning experiences.	e.1)	List the sequential learning steps based on pre-planned materials and conduct formative evaluation by test of each sequential learning experience.
		e.2)	Determine the methods of teaching that will be effective in achieving sequential learning for the individual.
f)	To teach the activities within units of instruction using appropriate teaching strategies, equipment and aids.	f.1)	Learn the methods to be used in teaching and performing physical education for the handicapped including verbalization, demonstration, kinesthetic understanding, command, assigned task, reciprocal, small group, individual program, guided discovery, problem solving, creativity.
		f.2)	Utilize devices or aids to assist individuals to learn selected physical activities.

g)	To use a variety of motivational techniques.	g.1)	Take part in sensitivity training.
		g.2)	Learn motivational techniques.
		g.3)	Identify motivational techniques that would be used in different situations, for example, different grade levels and different handicaps.
		g.4)	Role play the use of specific motivational technique for a specific motor situation.
h)	To evaluate progress in the learning experience as a basis for modifying the learning experience and making decisions about sequence of task components, tempo and strategies of instruction and readiness to proceed to the next unit of instruction.	h.1)	Identify and use tests of physical status.
		h.2)	Indicate and administer tests that are effective for evaluating specific motor behaviors.
		h.3)	Demonstrate skill of developing tests of specific behavior.
i)	To assess student performance at the end of specified learning periods.	i.1)	To develop and administer a pre-test and post-test for specific learning periods in specific activities.
		i.2)	To identify the level of achievement of each individual and each group in each learning experience.
		i.3)	To re-design program based on results of achievement on tests.
j)	In conjunction with other school personnel, interpret assessment information to students and parents in conference (discuss performance, achievement scores and rate of progress in relation to continuing or changing goals).	j.1)	Learn techniques to use in communicating with parents about their child and practice technique in field experience.
		j.2)	To translate achievement scores and progress into language that child will understand.

	j.3) Learn verbal and non-verbal methods of communicating with children and parents.
k) To use other people as resources (doctors, nurses, psychologists, etc.,) for conduct of physical education program for the handicapped.	k.1) Identify people in a given community who could contribute to conduct of physical education for handicapped.
	k.2) Compile a list of services from each person identified that would be useful in the conduct of the physical education program.

TASK 6 To evaluate the program for its effectiveness.

Competencies	Learning Experiences
a) To evaluate the internal success of the program regarding its various components on the basis of the performance of program participants.	a.1) Define the behavior of the child in given activities that will illustrate that a goal for performance has been achieved.
	a.2) Test the organization of the program by conducting groups in several types of organizational patterns and determine by means of student performance which was most effective in achieving goals for the child.
b) To evaluate teaching methods.	b.1) Conduct self-evaluation.
	b.2) Use supervisor evaluation of program effectiveness.
	b.3) Identify methods for obtaining child's reaction to progress.
c) To evaluate administration processes involved in conducting the program including class scheduling, screening procedures, record keeping, etc.	c.1) Evaluate the administrative procedures by having teachers rate their efficiency.
	c.2) Re-design administrative procedures in accordance with teacher ratings.

d) To formulate recommendations for changes in the program and to provide a basis in the evaluation data in support of the proposed changes.	d.1) Use findings on tests to show area in which program is not effective and recommend changes based on documentation from tests. d.2) Use professional literature as a basis for recommending changes.

TASK 7 To interpret the program to key individuals (school authorities, other professionals and lay persons) and seek support for the program and its purposes.

Competencies	Learning Experiences
a) To develop a rationale for programs of physical education for the handicapped.	a.1) Learn to conceptualize the need for adapted physical education programs. a.2) Specify and document the need for physical activity based on the capacity and limitation of the individual for every person regardless of age or handicap.
b) Identify the key individuals in the community whose support is essential to the establishment and continuation of a program.	b.1) Develop criteria to determine who are key people in a given community. b.2) Compile a list of key people using criteria.
c) To develop suitable methods of presenting the merits of the program to key individuals in order to gain their support.	c.1) Develop programs that will show public the value of an adapted physical education program. c.2) Collect and distribute literature developed by national agencies concerned with physical education for the handicapped. c.3) Write articles that could be published in newspapers, general magazines and professional magazines other than physical education.

c.4) Communicate with a variety of different kinds of people (administrators, politicians, legislators, parents and professionals in other disciplines, particularly medical).

c.5) Write a letter which could be sent to each explaining the program.

c.6) Speak at a community meeting.

TASK 8 Participate in interprofessional situations providing special programs or services for individuals or groups, including coordination of such services for a program.

Competencies	Learning Experiences
a) Identify and utilize resources of professionals in other related disciplines.	a.1) Compile a list of services provided by local, state and national organizations.
	a.2) Indicate how these agencies and services are related to and inter-related with physical education.
	a.3) Observe programs in a variety of organizations and agencies.
b) Integrate programs of individuals and/or groups with other instructional, treatment, and rehabilitation program.	b.1) Read case histories in interdisciplinary group and discuss the implementation of a coordinated program to achieve the desired outcome.
	b.2) Develop prescriptive program for handicapped person as a result of working as a member of a multidisciplinary team.

TASK 9 To provide a suitable emotional and social environment for conduct of Physical Educational Program for Handicapped.

Competencies	Learning Experience
a) To learn to understand and cope with one's own problems.	a.1) Through selected psychology courses. (examples, General Psychology, Educational Psychology, Developmental Psychology I and II, etc.)

	a.2) Through selected human relations courses. (examples: Introduction to Human Relations, Foundations of Human Relations Education, Group Dynamics in Human Relations, etc.)
	a.3) Through in-service workshops and conferences dealing with sensitivity and inter-group problems.
b) To be able to understand and deal with problems of the handicapped.	b.1) Through psychology of the handicapped courses.
	b.2) Through group sensitivity experiences with handicapped people.
	b.3) Through work experiences with the handicapped, in and out of the field of education.
c) To fully understand the relationship between one's own probelms and how they affect dealing with problems of others.	c.1) Through all of the learning experiences in a and b.
d) To develop an ability to select and use a range of appropriate teaching styles.	d.1) Learn and use a variety of teaching styles.
	d.2) Establish criteria to determine when a specific teaching style should be used.
e) To identify affective objectives in physical education for handicapped.	e.1) List specific behavior changes that will indicate progress in affective objectives has been made.

APPENDIX H

WORKSHOP

March 1-2, 1974
New York State Rehabilitation Unit
State Hospital
Rochester, New York

PROGRAM

FITNESS AND FUN FOR THE HANDICAPPED

Conducted for the State of New York
Planning and Development Team
and
Task Force Committee in
Monroe County

Sponsored by
The University of the State of New York
The State Education Department
Division for Handicapped Children
and
Monroe County Task Force Committee on
Physical Education and Recreation for the Handicapped

Conference Director
John Coons
Ronald French
James Raymondjack

This workshop has been made possible by funding awarded to the University of the State of New York, Board of Regents, State Education Department, Division for Handicapped Children, by the United States Office of Education, Bureau for Education of the Handicapped, Division of Training Programs, Grant Number OEG-0-72-4303, Project Number, H213260B, PL 91-230.

The New York State Committee on Physical Education and Recreation for the Handicapped welcomes you to the Monroe County annual workshop to explore physical education and recreation as they apply to the handicapped individuals formal educational experiences, leisure time, job, and life in the community.

PROGRAM - MARCH 1ST, FRIDAY

Time

7:00-7:30 p.m.
Location: Lobby
Topic: Registration and Coffee

7:30 p.m.
Welcome and Introductions
James Raymondjack-Committee Chairman

Panel Discussions

Panelist: Fred W. Teeboon, Advisor to Youth-Association for Retarded Children
Location: Room E-17
Topic: "Organized Recreation (weekend) Program for the Handicapped"

Panelist: Robert I. Pearson, Superintendent of Recreation, Perinton Recreation and Parks Department.
Location: Room E-5
Topic: "Municipal Responsibility to the Handicapped."

Panelist: Roger Bunce, Director of Health, Physical Education, and Recreation in the West Irondequoit School District.
Location: Room E-19
Topic: "Role of School Administrator in Physical Education for the Handicapped"

Panelist: Charles Hoffman, Director of Activity Therapy in the Department of Psychiatry at the University of Rochester and Instructor in the Department of Recreation at Brockport State.
Location: Room F-16
Topic: "Therapeutic Application of Recreation for the Ill and Handicapped."

Panelist: David J. Szymanski, Bureau of Mentally Handicapped, The State University of New York.
Location: Auditorium
Topic: "The Role of the State Department in the Physical Education and Recreation of the Handicapped."

Panelist: Don Ciaglia, Department of Preventive Medicine and Community Health at the University of Rochester.
Location: Room F-2
Topic: "Attitudes-Key to Progress in Recreation for the Handicapped."

8:30 p.m. Roundtable discussions with individual panel members.

9:30 p.m. Location: Lobby
Topic: General meeting for summary and concluding remarks.

PROGRAM - MARCH 2ND, SATURDAY

9:00-9:20 a.m. Location: Lobby
Topic: Registration and Coffee

9:30-10:20 a.m. Narrative Demonstrations

Location: Gym B-4
Topic: (1) "Adaptions to Group Activities for Developing Physical Fitness, Locomotor and Non-Locomotor Skills and Basic Concepts in Team Sports."
Foreman Center

Location: Swimming Pool A-6
Topic: (2) " Recreational Swimming for the Mentally Retarded and Blind."
Monroe Developmental Services.

Location: Bowling Alley C-9
Topic: (3) "Demonstration of Adapted Bowling Equipment."
United Cerebral Palsy Association Young Adults.

Location: Upstairs E-19
Topic: Parent and classroom teacher workshop. (limited to 25 participants)
I. Participants will be involved in physical activities designed for the living room, classroom, or anywhere.
English Village Elementary School.

Location: Auditorium C-1
Topic: Film Aids for Teaching the Mentally Retarded

10:20-10:40 Location: Lobby
Topic: Exhibits and Coffee

10:40-11:30 Narrative Demonstrations

Location: Gym B-4
Topic:(1) Learning Experiences for Developing Perceptual Motor Skills
Foreman Center

Location: Swimming Pool A-6
Topic:(2) "Swimming for the Handicapped." Teaching the mentally retarded how to handle themselves safely in the water through a variety of water activities.
Al Sigl Center

Location: Library C-2
Topic:(3) "Self Defense for the Handicapped." How and Why
Al Sigl Center

Location: Upstairs F-5
Topic: Parent and Teacher workshop. Part II - Participants will be involved in activities designed to promote further understanding at creating activities for children. Bring something from home or school and see what we can invent.
English Village Elementary School

Location: Auditorium C-1
Topic: Film A Demonstration Lesson in Physical Education

11:30-12:15 LUNCH Furnished by the New York Committee on Physical Education and Recreation for the Handicapped.

12:30-1:20 Narrative Demonstrations

Location: Gym B-4
Topic: (1) "Adaptions to Group Activities for Developing Physical Fitness Locomotor and Non-Locomotor skills and team sports."
Foreman Center.

Location: Swimming Pool A-6
Topic:(2) "Recreational Swimming for the Mentally Retarded and the Blind."
Monroe Developmental Services

Location: Upstairs
Topic: Part I Participants will be involved in physical activities designed for the living room, classroom, or anywhere.
English Village Elementary School

Location: Auditorium C-1
Topic: Film Splash

1:20-1:40 p.m. Location : Lobby
Topic: Exhibits and Coffee

1:40-2:30 p.m. Location: Auditorium C-1
Topic: Drama - National Training Institute for the Deaf.

2:40-3:30 p.m. **Narrative Demonstrations**

Location: Gym B-4
Topic: (1) "Learning Experiences for Developing Perceptual Motor Skills."
Foreman Center

Location: Swimming Pool A-6
Topic:(2) "Swimming for the Handicapped. Teaching the mentally retarded how to handle themselves safely in the water through a variety of water activities."
Al Sigl Center

Location: Library C-2
Topic (3) "Self Defense for the Handicapped. How and Why."
Al Sigl Center

Location: Upstairs F-5
Topic: Parent and Teacher workshop. (limit 25 Participants)
Part II-Participants will be involved in activities designed to promote further understanding of creating activities for children. Bring something from home or school and see what we can invent.
English Village Elementary School

Workshop Participants Affiliated with:

1. **Foreman Center**- BOCES #1

   Jack Quinn - Physical Education Teacher
   Michael Reif - "
   Bill Spadoni - "
   Mary Lee - "

2. **Monroe Developmental Services:**

   Doug Barnes - Physical Education and Recreation Instructor
   Penny Barnes - "
   Ed Read - "
   Joan Campbell - "

3. **Al Sigl Center**

   John Coons - ARC and RRC Director of Recreation
   Pam Bartemus - Recreation Specialist for ARC and RRC.
   Betty Yanus - Recreation Volunteer
   Laurie McGrath - "
   Ellen Graff - "

4. **English Village Elementary School**

   Richard Fiorito - Physical Performance Specialist

5. **United Cerebral Palsy Association**

   Phoebe Barta - Young Adult Program Director

Exhibitors
(Lobby)

1. Boy Scouts of America
2. Young Men's Christian Association
3. Al Sigl Center
4. State University of New York at Brockport.

Physical Education Equipment: Home Made

5. State Department:

   Dorothy Buehring-Associate in Ed of the Mentally Handicapped.

   David Szymanski-Bureau for the Mentally Handicapped

   Joanne Sculli-Division of Physic Education and Recreation

Special thanks to Don Wilson and Frank Annunziata and the entire Rochester State Hospital Recreation Staff for their cooperation in making this conference possible.

TELEPHONE SURVEY
EVALUATION OF WORKSHOP

Based upon a telephone survey of individuals who attended the workshop the following information was obtained: This data was categorized by interested groups.

PROFESSIONALS:

1. Most attended Friday and Saturday session.

2. Agreed the workshop was excellent.

3. Most agreed that there was a greater need for more physical education and recreation activities for the handicapped in the community.

4. Agreed there was a need for two yearly workshops.

5. Wanted an earlier notice and a greater dissemination of information concerning any future workshop.

6. Some wanted workshop held in the summer or early fall.

7. Friday night mini-session be extended in time, with the time for the general session shortened.

8. Possible outcome- Some physical educators are now redesigning their programs to better meet the needs of the handicapped within their classes.

PARENTS:

1. Basically, attended Saturday only, because of parent(s) working or need of a babysitter.

2. Agreed that workshop was excellent.

3. Most agreed that there is a great need for more physical education and recreation programs.

4. Most want more weekend and summer recreation programs.

5. Many wanted more information which will be beneficial to blind and multi-handicapped.

6. Most wanted a continuation of the workshops on a yearly basis.

7. Felt that all questions asked were answered adequately.

EVALUATION SUMMARY

While the workshop was accepted enthusiasticly by parents, professionals, and college students, some suggestions for the administration and organization of future workshops are as follows:

1. Provide baby-sitting service.

2. Mail workshop programs out at least one month in advance.

3. Provide television monitors outside every demonstration room.

4. Shorten the length of time for panel presentations and increase the length of roundtable discussion. Also eliminate the final large group discussion. If possible serve coffee at these discussions.

5. Make sure all agencies and organizations that directly or indirectly offer services to the handicapped are notified of the workshop.

6. Need a larger room for pool activities and bowling.

7. Have an on the spot evaluation of each roundtable discussion. Place this information on IBM cards.

8. Do not use same children where there are double demonstration sessions.

9. Add: (A) stroke patients, (B) amputees, (C) blind, and (D) cerebral palsied individuals in demonstrations.

10. One person or a committee should be in charge of booths and displays and publicity.

APPENDIX I

WORKSHOP

June 7, 1974
State University of New York at Purchase
Purchase, New York

PROGRAM

FOCUS II ON THE HANDICAPPED

Conducted for the State of New York
Planning and Development Team
and
Task Force Committee in
Westchester County

Sponsored by
The University of the State of New York
The State Education Department
Division for Handicapped Children
and
Westchester County Recreation and Park Society
Committee on the Handicapped

This workshop has been made possible by funding awarded to the University of the State of New York, Board of Regents, State Education Department, Division for Handicapped Children, by the United States Office of Education, Bureau for Education of the Handicapped, Division of Training Programs, Grant Number OEG-0-72-4303, Project Number, H213260B, PL 91-230.

On June 7, 1974, the Westchester County Task Force Committee in cooperation with various other committees, professional organizations and agencies, conducted "FOCUS II On the Handicapped." FOCUS II was the second annual workshop in the area of physical education and recreation for the handicapped staged for persons involved with the handicapped. Unfortunately, the speakers at the workshop, the panels and their presentations were not recorded for the purpose of developing a document of the proceedings. Nevertheless, to follow is the outline for the benefit of those who are seeking resource persons and/or wish to duplicate a successful format. Our appreciation is extended to all who assisted in making FOCUS II a most stimulating and successful event.

Conference Co-Chairmen

Laurann Lundquist
County of Westchester
Department of Parks, Recreation
and Conservation

Matthew Dolan
Town of Bedford
Recreation Department

REGISTRATION 9:00 A.M. Light Refreshments

WELCOME AND OPENING REMARKS 9:30 A.M.

Joseph Conway, Chairman - Westchester County Recreation and Park Society - Committee on the Handicapped

Honorable Alfred B. Del Bello, County Executive - County of Westchester

Joseph W. Halper, Commissioner - Westchester County Department of Parks, Recreation and Conservation

Paul E. Lohner, President - Westchester County Recreation and Park Society, Inc.

William Reilly, President - Southeastern Zone, New York State Association for Health, Physical Education and Recreation

DEMONSTRATIONS 10:00 A.M.

10:00 A.M.	Board of Cooperative Educational Services (BOCES I) Mr. Jack Carey, Gymnastics
10:25 A.M.	Manhattanville College - Linda Soldo Training Program in Special Olympics
10:50 A.M.	Westchester Association for Retarded Children Joan Lewis - Arts and Crafts
11:15 A.M.	Margaret Chapman School Dr. Irwin Davidson, Floor Hockey
11:45 A.M.	New York State School for the Deaf George Cancro - Scuba Diving

LUNCH 12:15 P.M.

Audio-visual presentations will be made during lunch period.

WORKSHOPS 1:30 P.M.

NEW CONCEPTS IN LEISURE EXPERIENCES FOR THE HANDICAPPED

Chairman:	Raymond Wall, Executive Director Mount Kisco Boys' Club
Panelists:	Dr. Doris Berryman New York University
	Dr. Morton Thompson State University of New York at Farmingdale
	John Ryan, Director New York City Police Athletic League

WORKSHOPS (cont.)

VOLUNTEERS AS EFFECTIVE PROGRAM MOTIVATORS

Chairman:
Chester Williams, Director
Westchester Lighthouse

Panelists:
Joan Lewis
Westchester Association for Retarded Children

Alice Booth
Volunteer Service Bureau of Westchester

Jean Drummond, Supervisor
Greenburgh Recreation Commission

THE LAW AND THE HANDICAPPED

Chairwoman:
Barbara Suarez
Westchester Community Mental Health Board

Panelists:
Honorable, Joseph Pisani
New York State Senator

Carolyn Heft
New York State Legal Aid Society

PHYSICAL EDUCATION - RECREATION IN THE SCHOOL SETTING, WHERE ARE WE? WHERE ARE WE GOING?

Chairman:
Dee DaBramo, Director
Health, Physical Education and Recreation
Mamaroneck Public Schools

Panelists:
Dr. Robert Hanson, Director
Special Educational Services - BOCES II

Dr. Claudette Lefebvre
New York University

WHAT IS YOUR RESPONSIBILITY? CONCEPTION, PLANNING AND IMPLEMENTATION

Chairman:
David Szymanski, Project Coordinator
New York State Division for Handicapped
New York State Education Department

Panelists:
Joseph W. Halper, Commissioner
Department of Parks, Recreation and Conservation
Westchester County

Reginald Brown, Deputy Commissioner
New York State Department of Parks and Recreation

John Branca, Commissioner of Recreation
City of Mount Vernon

Tony Lombardo, Chief
Habilitative Services, Community Mental Health Board

FOCUS II

ON THE HANDICAPPED....

for:
- Superintendents of Schools
- Recreators
- Physical Educators
- Volunteers
- Concerned Parents
- Community Leaders
- Public Officials

ARE YOU PLANNING
FOR ME TOO?

A Workshop to Develop.....

1. Awareness on the part of public officials, administrators and the public regarding the needs and responsibilities for services in the areas of physical education and recreation.
2. Effective methods of communication to coordinate inter-agency programs.
3. Opportunities for in-service training for professionals, para-professionals and volunteers.

TOPICS

New concepts in leisure experiences for the handicapped.

Volunteers as effective program motivators.

The law and the handicapped.

Physical education-recreation in the school setting. Where are we? Where are we going?

What is YOUR responsibility? Conception, planning and implementation.

Friday, June 7, 1974
9 a.m. to 4 p.m.
S.U.N.Y. at Purchase
State University of New York
Anderson Hill Road
Purchase, New York 10577

Free Registration

APPENDIX J

WORKSHOP

September 21, 1974
Campus School
State University College at Buffalo
Buffalo, New York

PROGRAM

MEETING THE NEEDS OF THE HANDICAPPED

Conducted for the State of New York
Planning and Development Team
and
Task Force Committee in
Erie County

Sponsored by
The University of the State of New York
The State Education Department
Division for Handicapped Children
and
Erie County Parks and Recreation Department

This workshop has been made possible by funding awarded to the University of the State of New York, Board of Regents, State Education Department, Division for Handicapped Children, by the United States Office of Education, Bureau for Education of the Handicapped, Division of Training Programs, Grant Number OEG-0-72-4303, Project Number, H213260B, PL 91-230.

ERIE COUNTY PARKS AND RECREATION DEPARTMENT

Gift Erie Workshop

EDWARD V. REGAN
COUNTY EXECUTIVE

THOMAS M. MAC KINNON
COMMISSIONER

"MEETING THE NEEDS OF THE HANDICAPPED"

[illegible] 21, 1974
[illegible]us School - State Univ. College @ Bflo.

1300 Elmwood Avenue
Buffalo, N. Y. 14222

P R O G R A M ! ! !

9:00 a.m. Registration - Light refreshments

9:15 a.m. Welcome: The Honorable Edward V. Regan, County Executive
Dr. E. K. Fretwell, President, State Univ. College @ Bflo.

9:30 a.m. Keynote Address: "What Are the Abilities of the Handicapped Child in Recreation Programs?" Dr. Julian Stein, Director, American Association of Health, Physical Education and Recreation. Dr. Stein will question if the Handicapped Child should be approached differently in the recreation setting as compared to the existing approach employed with normal children.

10:30 a.m. Demonstrations:

1. Adapted Floor Hockey with Special Equipment and Rules. Mr. John Zerbachi, Coordinator, District 3 Floor Hockey, Special Olympics. Mr. Zerbachi will teach a group of Handicapped Children unacquainted with Floor Hockey, the basics of the game.

2. Swimming for Orthopedically and Neurologically Handicapped Children. Mr. Anthony Panozzo, Physical Education Instructor School #84. Mr. Panozzo will demonstrate basic principles of how to go about teaching the handicapped child, showing that all handicapped children can acheive results in swimming, regardless of their handicaps.

3. Gymnastics - "A Fun Type Daily Fitness Program" for the trainable or educable retarded child. Mrs. Barbara Southwick, Special Program Chairman, N. Y. State Special Olympics, and Mr. Ronald Caso, Director of Physical Education E. Syracuse, Minoa School District. This is a self-testing program comprised of a dozen exercises that can be done on a daily basis with minimum amount of space and equipment. A classroom teacher can oversee this program. The above demonstrations will take place at the same time in different locations, so that those involved in specific areas may concentrate on their particular field.

11:30 a.m. Demonstration: "How Should We Handle the Handicapped Child?" Linda Mirando, Occupational Therapist, Linda Morgenstern, Physical Therapist, School #84. The therapists will demonstrate basic handling techniques with wheelchairs, braces and gymnastic equipment.

12:30 && 1:15 p.m. LUNCH, with FILMS tentatively scheduled to be shown during lunch.

1. "The Hopeless" - the developmental limitations of mentally retarded children.
2. "Their Little World" - a documentary of the programs offered at Cradle Beach.
3. "Like Other People" - A British film about the problems a handicapped couple face in a society holding several barriers for them.
4. "Beating the Averages" - a Federal documentary discussing building accessibility.
5. A slide display showing animated characters in wheelchairs facing building barriers.
6. Video-tape and two films on Floor Hockey for Handicapped Children.

2:00 & 2:45 p.m. PANEL DISCUSSIONS

I. "How Can We Initiate Programs for Handicapped Children in the Community?" Administrations of programs at different levels of government will discuss what is now being offered, how the different programs began, and what is needed to launch new programs.

Chairman: David Szymanski, Project Coordinator, State Education Dept.

Resources: Franklin J. J. Diemer, Recreation Director, Twn Tona.
Richard Laskowski, Field Rep., N.Y.S. Div for Youth
Thomas M. MacKinnon, Commissioner of Erie County Parks and Recreation Dept.
Jerry Hitzhusen, Professor, Dept. of Recreation, University of Missouri.

II. "How Can Schools Set Up Recreation Programs for the Handicapped?" Administrators and teachers in active specially adapted programs will give recommendations for starting programs in the normal school setting, making use of existing facilities.

Chairman: Robert Sekowski, Asst. Supt. for Instruction, B.O.C.E.S.I.

Resources: John Zerbachi, Coordinator, District 3 Floor Hockey for the Special Olympics.
Jean Millholland, Supvr of Programs for Mentally Retarded, B.O.C.E.S.I.
Anthony Panozzo, Physical Education Instructor at School #84.

(cont'd.)

2:00 &
2:45 p.m. **PANEL DISCUSSIONS** - cont'd.

II. **Resources** - cont'd.

Barbara Southwick, Special Program Chairman, N.Y. State Special Olympics.
Ronald Caso, Director, Physical Education, E. Syracuse Minoa School District.

III. "How Can We Better Transport the Handicapped?"
This seminar will address itself to the mobility needs of the handicapped, and to how mass transit can contribute to satisfying these needs. In addition to this, vehicular service, and social requirements in transporting the handicapped will be specified. A slide presentation will be given by Mr. David J. Franko, Manager, Special Projects, N.F.T.A.

Chairman: David J. Franko, Manager, Special Projects, Niagara Frontier Transportation Authority.

Resources: Mary Ann Peterson, Member Building Barriers Action Committee.
Barbara Miller, Home Supvr for the Homebound Goodwill Services.
Billie Jean Homer, Member, Building Barriers Action Committee.
Gabe Coppola, Education Consultant, West Seneca State School.
Robert Zurek, Supervisor of Transportation, Buffalo Board of Education.

IV. "The Handicapped Adult - - Can We Integrate Him into Recreation Activities?" Specially adapted exercises for the Handicapped Adult will be demonstrated with a discussion about different attitudinal approaches geared to the Handicapped Adult.

Chairman: John Nostrant, Physical Therapist, V.A. Hospital.

Resources: Ben Werner, Recreation Supvr for Sr. Citizens in Erie County Parks & Recreation Dept.
William Nab, Director of Amherst Sr. Citizens Recreation Programs.
James Ward, Chief Recreation Therapist, West Seneca Developmental Center.

V. "What Attitudinal Approaches Should We Employ Working With Handicapped Children?" Those working with Handicapped Children's Recreation Programs will discuss various approaches to various handicaps.

Chairman: Ann Rackley, Rehabilitation Counsellor, Childrens Hospital

(cont'd.)

2:00 &
2:45 p.m. PANEL DISCUSSIONS - cont'd.

V. -
Resources: Bruce Baum, Asst. Professor of Mental Retardation & Physical Education, State University College.
James Kreider, Assoc. Professor of Mental Retardation and Physical Education, State University College.
Bambii Kertzman, Instructor, Physical Education, S.U.N.Y. at Buffalo.
Norman Kohn, Educational Vocational Counsellor, Children's Hospital
Don Zirnheld, Mental Health Therapy Aid, Buffalo State Hospital.

VI. "What Are the Laws Affecting the Handicapped?" A lawyer will review all existing Federal, State and Local Laws concerning compliance with building codes regarding building accessibility for the Physically Handicapped. He will also review the legal liabilities for those working with the handicapped. An expertise in the field of current Building Barrier Prevention will give recommendations as to what action local governaments and private citizens should take to enforce these codes, and what new directions must be challenged in this field.

Chairman: Peter Lassen, Coordinator, National Architectural Barriers Committee.

Resource: Albert J. Fitzgibbons, Asst County Attorney, Erie County.

3:30 p.m. SUMMATION of panel discussions and closing. A member of each panel will highlight three (3) conclusions reached at each discussion.

Our deepest thanks and apprciation to the individuals and organizations who have cooperated in making this workshop possible.

Developed by the Erie County Task Force Committee in cooperation with the Division for Handicapped Children, University of the State of New York, State Education Department, Sponsored by the Erie County Parks and Recreation Department and the U. S. Office of Education.

Special Thanks To: Chester Hardt
Dorothy Buehring
Harold Mann
Clark Andrews
Ed. Maroone
Ethel Grabbenstetter
Eleanore Kaczmarek
Raymond Zelchoski
Charles Spillman
Robert Duerr

WELCOME . . .

To All Workshop Participants

It is my pleasure to welcome you to this workshop. This is the first workshop of its kind in Erie County offered to all representatives in the field of physical education and recreation for the handicapped.

The goal of this workshop is to provide a meeting place where those concerned with accommodating the needs of the handicapped can exchange different ideas and learn about new ideas in this neglected field.

I hope that when you leave this workshop you will take with you new inspiration and ideas which you can apply in your work with the handicapped.

Sincerely

Thomas MacKinnon

THOMAS M. MAC KINNON
Erie County Task Force Chairman
Erie County Parks and Recreation
Department Commissioner

PROGRAM . . .

9:00 A.M. REGISTRATION: Light Refreshments

9:15 A.M. WELCOME: **Hon. Edward V. Regan,** Erie County Executive

9:30 A.M. KEYNOTE ADDRESS: **"What are the Abilities of the Handicapped in Recreation Programs?"—Dr. Julian Stein,** American Association of Health, Physical Education and Recreation.

10:30 A.M. DEMONSTRATIONS:

1. Adapted Floor Hockey with special equipment and rules—**Mr. John Zerbachi.**
2. Swimming for orthopedically and neurologically handicapped children **Mr. Anthony Panazzo.**
3. Gymnastics A **"fun type daily fitness program"** for the trainable or educable retarded child **Barbara Southwick.**

11:30 A.M. DEMONSTRATION **"How Should We Handle the Handicapped Child?"** A physical therapist and an occupational therapist will demonstrate basic handling techniques with wheelchairs braces and gymnastic equipment **Linda Morganstern and Linda Mirando.**

12:30 P.M. LUNCH: With films to be shown.

2:00 P.M. PANEL DISCUSSIONS
and
2:45 P.M. PANEL DISCUSSIONS

1. **"How Can We Initiate Programs for Handicapped Children in the Community?"—Chairman: Mr. David Szymanski,** State Education Department.
2. **"How Can Schools Set-up Recreation Programs for the Handicapped?" Chairman: Dr. Robert Sekowski,** B. O. C. E. S., 1.
3. **"How Can We Better Transport the Handicapped?" — Chairman: Mr. David Franco,** N. F. T. A.
4. **"The Handicapped Adult—Can We Integrate Him Into Recreational Activities?" Chairman: Mr. John J. Nostrant,** V. A. Hospital.
5. **"What Attitudinal Approaches Should We Employ Working with Handicapped Children?" — Chairman: Mrs. Ann Rackley,** Children's Hospital.
6. **"What are the Laws Affecting the Handicapped?"—Chairman: Mr. Peter Lassen,** National Architectural Barriers Comm.

3:30 P.M. SUMMATION OF WORKSHOP SESSIONS AND CLOSING.

WORKSHOP REGISTRATION

Representing

Number of people attending

Names

Address

There will be a buffet lunch offered for $3.50, which includes Fried Chicken [illegible] Mashed [illegible]
Dessert and Beverage

Please reserve lunches for me or my group

Please send this card immediately, because luncheon reservations are required one week in advance by the University

THOMAS M. MACKINNON, Commissioner
Erie County Parks and Recreation Department
Erie County Task Force
1359 Rath County Office Building
95 Franklin Street
Buffalo, New York 14202

ERIE COUNTY TASK FORCE ON PHYSICAL
EDUCATION AND RECREATION
FOR THE HANDICAPPED

in cooperation with

BUREAU FOR HANDICAPPED CHILDREN
STATE EDUCATION DEPARTMENT

"Meeting the Needs of the Handicapped"

A novel workshop designed to create innovative, comprehensive programs for all handicapped people.

Saturday, September 21, 1974

at the

CAMPUS SCHOOL
STATE UNIVERSITY COLLEGE AT BUFFALO
1300 Elmwood Avenue
Buffalo, New York 14222

ERIE COUNTY PARK AND
RECREATION DEPARTMENTS

Edward V. Regan, ***County Executive***
Thomas M. MacKinnon,
Commissioner of Parks

APPENDIX K

SPECIAL STUDY CONFERENCE

December 2 and 3, 1974
Our Lady of Angels Seminary
Glenmont, New York

PROCEEDINGS

TRAINING OF TEACHERS OF SPECIAL PHYSICAL EDUCATION AT THE COLLEGE AND UNIVERSITY LEVEL

Conducted for the State of New York
Planning and Development Team
Advisory Council
Task Force Committees in
Westchester County
Monroe County
Erie County

Sponsored by
The University of the State of New York
The State Education Department
Division for Handicapped Children

This conference has been made possible by funding awarded to The University of the State of New York, Board of Regents, State Education Department, Division for Handicapped Children, by the United States Office of Education, Bureau for Education of the Handicapped, Division of Training Programs, Grant Number OEG-0-72-4303, Project Number, H213260B, PL 91-230.

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    David J. Szymanski

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Introduction and Acknowledgements

This working conference on the "Training of Teachers of Special Physical Education at the College and University Level" entertained a pertinent topic. The following excerpts solidify our statement:

> -Reginald Brown, "...to decide the fate of further progress in physical education and recreation for the handicapped."
>
> -Dolores Gedded, "States should make provisions for providing physical education for all students, ... in addition to requiring an adequate and relevant professional preparation for teacher certification..."
>
> -Raymond Weiss, "whether or not the physical education teacher... can offer physical education that will meet the needs of these exceptional children probably should not be answered with a simple yes or no."
>
> -Joseph Winnick, "...Be it resolved that classroom and resource teachers of special physical education be certified,..."

Through an evolving process of meeting in plenary sessions and small groups, stating pros and cons, and developing resolutions, a select group of key individuals from New York State advanced and called for a certification of the adapted (special) physical education teacher. It was a difficult task. The edited presentations reflect the growth which occurred during the brief two-day conference.

While this document reflects the proceedings, a committee labors on to develop a position statement reflecting the thoughts and activities which transpired on December 2 and 3, 1974. You will receive a copy of our position on this issue.

The following individuals merit recognition in assisting in developing the working conference:

> Dr. Joseph Winnick, Professor, and Dr. Ronald French, Associate Professor at Brockport State College for initiating the idea and assisting in expanding our thoughts.

Our speakers:

> Dr. Dolores Geddes, Dr. Raymond Weiss, Dr. Thomas Vodola, and Dr. David Bilowitt who lent their expertise for our enrichment.
>
> To Mr. Michael Messitt we say thank you for his efforts in reviewing and critiquing this document.
>
> Finally, our participants who braved one of Albany's severe snow storms, we extend our appreciation. You endangered your safety for the benefit of all exceptional populations.

OPENING REMARKS

Dorothy Buehring

On behalf of the Education Department, Mrs. Dorothy Buehring, Supervisor of the Special Project in Physical Education and Recreation for the Handicapped, welcomed the working conference participants. For the participants who were involving themselves with the special project for the first time, Mrs. Buehring alluded to the accomplishments since hiring the project director.

O. Reginald Brown

On behalf of the Planning and Development Team, Mr. O. Reginald Brown, Chairman of the Team, welcomed the participants and the new members of the statewide Advisory Council to the special project. Mr. Brown expressed his enthusiasm for the project and he urged the participants to contribute both their thoughts and feelings to the persons attending the conference.

The special project was refunded for 1974-75 because the Federal government felt that the Planning and Development Team was on its way to creating some prototypical models which would have credibility across the country. The balance of this year is a critical one for it provides an opportunity for both the Planning and Development Team and Advisory Council to review the past three years and to decide the fate of further progress in physical education and recreation for the handicapped.

It is clear that a certification is necessary. This conference will provide an opportunity for all to consider their recommendations on this subject.

DEFINITIONS OF TERMS USED THROUGHOUT THIS PROCEEDINGS

AAHPER - American Alliance of Health, Physical Education and Recreation

ACTIVE - All Children Totally Involved Exercising

An in-service program for Physical Education/Special Education/Recreation teachers of handicapped conducted by Dr. Thomas Vodola, Township of Ocean School District

ALRC - Associated Learning Resource Centers. A network of 13 regional centers under contract by the Federal government to support State Education Departments in media and materials.

BEH - Bureau of Education for the Handicapped

HEW - Department of Health, Education and Welfare

IRUC - Information and Research Utilization Center in Physical Education and Recreation for the Handicapped

NRPA - National Recreation and Parks Association

NTRS - National Therapeutic Recreation Society

PE/R - Physical Education/Recreation

RRC - Regional Resource Center. Similar to ALRC, but support State Education Departments in assessment, diagnosis and program development.

Dolores Geddes

"STATE OF THE ART IN TRAINING OF TEACHERS IN SPECIAL PHYSICAL EDUCATION ON THE COLLEGE AND UNIVERSITY LEVEL: A NATIONAL VIEW"

In order to provide a national view of the state of the art in training of teachers in special physical education on the college and university level, it is necessary to analyze the primary factors and forces involved in the comprehensive scope of teacher training in physical education and recreation for handicapped individuals. Some of the factors having the greatest impact on such training are demand for assistance from personnel in the field, mainstreaming efforts, state legislation, educational mandates, litigation, special education master plans, emphasis on retraining of surplus teachers, federal funding of training programs, certification, and non-traditional training approaches. This analysis should consider high priority training needs that have been suggested for the immediate future such as preparation for programming for severely, multiple handicapped persons, individuals with learning disabilities, and programming at the early childhood level. This analysis should also consider some representative models of teacher training which have implications for the development of future training systems. Hopefully, this information will provide an understanding of "what's going on" nationally and assist the participants of this conference in writing a position statement on the training of teachers in special physical education for the state of New York.

Practitioners such as classroom teachers, physical education teachers, and recreation personnel increasingly are demanding aid for providing services for individuals with various handicapping conditions who are mainstreamed into their programs* due to state legislation mandating educational services for all children, regardless of type or severity of handicapping condition, consumer advocacy requesting educational services for handicapped persons, the trend toward physical education electives and/or selective requirements at the secondary level, and an apparent increase in corrective physical education in public schools. In addition, physical education teachers are being affected by revised organizational, administrative, and financial procedures that are making them increasingly responsible to special education departments. In special facilities, day care/activity centers, and residential settings, practitioners desire additional assistance in programming to meet the needs of severely and multiple handicapped persons. Both legislation and litigation are resulting in larger numbers of participants in recreation programs and activities, regardless of type or severity of their conditions or environmental setting. For example:

---

*Needs assessment activities and tabulation of inquiries for assistance from personnel who contacted IRUC during 1972-74 indicate that individuals with learning disabilities, sub-average intellectual functioning, and other handicapping conditions are being mainstreamed into these programs.

. Willowbrook State School (New York) is involved in litigation in which appropriate treatment and educational services--including recreation--for residents of that facility are being demanded.

. Legislative authorizations in several states (Massachusetts, New Jersey, Illinois) provide special funds and/or specific procedures whereby communities can obtain financial support for recreation programs involving impaired, disabled, and handicapped persons.

Contributions of physical education, recreation, and related activities toward total development of individuals with handicapping conditions have been recognized and increasingly emphasized in overall education and training programs for these persons. Realization of benefits provided by physical and recreational activities has resulted in tremendous impact on status, quality of programs in physical education, recreation, and related areas for impaired, disabled, and handicapped persons in both separate and integrated situations.

Large numbers of children and youth with handicapping conditions are being enrolled in public schools due to state legislation and litigation mandating education for all in least restrictive environments and zero-reject principles as they apply to rights of handicapped children to education (1). Increasingly, state laws mandating education for all children and youth, usually from ages 2 or 3 to 21, regardless of type or severity of handicapping conditions are being enacted.* An IRUC analysis of laws and provisions (2) for physical education in public schools applicable to students with handicapping conditions indicated that physical education is a part of education that has been and should be required for all students.

In some state legislative mandates, physical education, recreation, camping, outdoor education, and related areas are specifically designated in goals, guidelines, and criteria (3). Legislative authorizations in several states provide special funds and/or specific procedures whereby communities can obtain financial support for recreation programs for individuals with handicapping conditions (4). Personnel responsible for planning, implementing, and evaluating programs to satisfy these mandates urgently need additional competencies that can be obtained through teacher training systems.

---

*An extensive up-to-date (as of October, 1974) analysis of state legislation, federal law and litigation relative to education of handicapped children is contained in Abeson, Alan. "Movement and Momentum: Government and the Education of Handicapped Children II" Exceptional Children, Oct., 1974, Vol. 41, No. 2, 109-115 (see Appendix A).

From Fall 1973, when IRUC activities and publications were first widely and specifically publicized, to June 29, 1974, IRUC received 1,466 requests for information; this figure does not include requests made directly to other agencies for IRUC materials. Requests were received in two forms: (1) roughly half (750-51.8 percent) on the IRUC brochure Request for Information form; (2) the remaining (716-48.2 percent) in the form of letters and telephone calls. Approximately two-thirds (1031-70.3 percent) of these requests came from the field; the remaining one-third (435-29.7 percent) came from staff and students in college/university professional preparation programs. The majority of requests for information from the field fell into these categories:

1) Recreation/Park (approximately 250 from activity directors/coordinators, community recreation personnel, recreation consultants, program coordinators/directors);

2) Physical Education (approximately 150 from teachers, supervisors, coordinators, consultants);

3) Special Education (approximately 150 from teachers, supervisors, coordinators, consultants);

4) Special Group (approximately 150 from ARC, ACLD, Easter Seal Societies, Boy Scouts, Government Agencies);

5) Facility Personnel (approximately 150 from principals, directors, psychologists, counselors); and,

6) Others/Miscellaneous (approximately 100).

A slightly different trend appeared with requests for information from persons in college/university professional preparation programs. Those coming from the area of physical education (166) equaled approximately twice the number coming from either recreation (74) or special education (87). Again there were a number of requests (63) whose sources could not be identified for purposes of categorization.

Requests for information clustered around programming in recreation and physical education for individuals/groups possessing all handicapping conditions. The vast majority of requests (exceeding any other category by several hundred) was of a general nature--they neither identified a specific population group nor a specific activity. Physical educators generally asked for information about (1) activities, (2) research, and (3) guidelines for adapted physical education, perceptual motor, and recreation programs (in that order). Recreation personnel generally requested information about (1) adapting physical activities, (2) guidelines for setting up community recreation programs, and (3) general recreation program ideas (in that order).

Specific program areas identified ranged in frequency from 130 to 18 with a mean of 54.45. These program areas in order of greatest to least frequency were: (1) perceptual motor; (2) aquatics; (3) creative arts (i.e., arts, crafts, dance, drama, and music); (4) camping and outdoor education/recreation; (5) developmental motor skills; (6) physical fitness; (7) sports and competitive athletics; (8) lead-up and low organized games; (9) leisure education/counseling; and, (10) social recreation, special events. Total requests in the general categories of recreation and physical education/activities were over twice totals of all specific program areas identified.

Relative to handicapping conditions, the total of all specific conditions equaled over twice the total in the general category of all/any handicapping conditions. Information for programming for individuals with mental retardation was requested twice as often as information for any other condition. For conditions specified, frequencies ran from 444 to 36 with a mean of 127.3. Conditions identified included: (1) mental retardation; (2) physical conditions; (3) emotionally disturbed and/or psychotic; (4) severe/profound mental retardation; (5) learning disabilities; (6) cerebral palsy; (7) multiple handicapping conditions (i.e., deaf-blind mentioned most often), (8) blind; (9) deaf; and, (10) other health impairments (i.e. cardiac conditions and asthma). Information was also requested for program information and assistance for individuals with handicapping conditions in pre-school and adult age ranges.

Demand for information and assistance reflected by preceeding statements about state legislation and from inquiries submitted by practitioners is further supported by apparent needs for relevant training/retraining systems to provide requisite knowledges, skills and competencies.

. Activities carried out by IRUC for state-of-the-art analyses, state surveys to identify resource programs and people and a survey of professional preparation programs (5) reveal a high priority for these training/retraining systems to meet demands of personnel in the field and to fill gaps or voids now present. For example, training related to physical education, recreation, and related activities for severely and profoundly mentally retarded persons, multiple handicapped individuals, learning disabled persons and handicapped children at the preschool level is greatly needed. In addition, specific problems, concerns, and needs identified through input from basic questionnaire results and personal contacts with IRUC staff indicate need for training programs and practicum/field/internship experiences (6).

Additional support for the need for relevant training/retraining for physical education, recreation, and related personnel who plan, conduct, supervise, and evaluate programs for impaired, disabled, and handicapped persons was reported from such professional conferences as Study Conference on Research and Demonstration Needs in Physical Education and Recreation for Handicapped Children (7), Study Institutes to Develop Guidelines for Professional Preparation Programs for Personnel Involved in Physical Education and Recreation for the Handicapped (8), and Conference on Leisure Time Activity for the Handicapped (9). This training/retraining is urgently needed in the following areas:

. Early Childhood -- One of the strongest educational trends in recent years has been that of early childhood development (10). Not only are more and more preschool programs developing in the mid-1970's (11), but current projections indicate an increased emphasis on the early years of children occuring in future educational and training programs. U. S. Department of Commerce Census Bureau projections for the under five population range from 21 million to 18.8 million by 1975; 27 million to 20.5 million by 1980; 30 million to 20.8 million by 1990 (12). This trend has direct implications for physical educators and recreation personnel. It is recognized that the majority of a child's early learning experiences is largely motor or physical in nature; therefore, physical education and recreation personnel have a responsibility to provide appropriate activity programs for children at these younger age levels.

. Multiple Handicapped -- During recent years, an increase in number of multiple handicapped children has been noticed with a resulting increase in number of programs developed or expanded for individuals with such conditions. Because of this, numerous requests have been received by IRUC for information on physical education and recreation programs, methods, and activities for multiple handicapped individuals. An extensive analysis of related literature, bibliographies, project reports, books, guides, manuals, and data retrieval system printouts was reported by IRUC (13). Some observations based on analysis of information included. (14,15, 16):

-- the rubella epidemic around 1964 resulted in increased multiple handicapping conditions in children born at that time; therefore, future educational programming, including physical education and recreation, should take into consideration the increased numbers of students who will be enrolled in school and community programs;

-- the limited program information concerning physical education and recreation for multiple handicapped persons is not adequate for needs of practitioners in the field who are demanding assistance for participants in their programs;

-- there is an urgent need for inservice and preservice training in this subject area.

. Severely and Profoundly Mentally Retarded -- Due to demand for program information from physical education, recreation, and related personnel who work with increasing numbers of severely and profoundly mentally retarded participants, IRUC staff extensively analyzed related literature and interpreted data obtained in an IRUC publication (17). This analysis revealed that little printed material is available to assist these practitioners; implications indicated that relevant training/retraining systems need to be provided. IRUC projects currently being processed concerning state-of-the-art and priorities in this subject area also indicate that such training/retraining is needed (18,19).

. Retraining of surplus teachers to work with special populations.

. Mainstreaming -- An IRUC publication (20) contains extensive analysis of research and program literature relative to integrating individuals with handicapping conditions into physical education and recreation programs for non-handicapped persons. Conclusions included:

-- mainstreaming in regular public school physical education, athletic, and intramural programs is feasible and desirable in certain circumstances; current and impending state legislation for mandatory physical education for all public school students creates an urgent need for additional literature on this topic (21, 22, 23);

-- successful integration into community recreation programs is possible in different situations. More research data and program literature are needed because of increased programming as a result of consumer advocacy, deinstitutionalization policies, and normalization procedures (24, 25, 26, 27, 28, 29).

-- integration into ongoing normal camp situations has been successfully attempted; increased activity will probably continue in the future (30, 31, 32).

Suggestions and priorities given in this analysis include:

-- develop for implementation pre and inservice training models for physical education, recreation, and related personnel who are to be involved in integrated programs, and,

-- plan future programs allowing for possibility of increased numbers of participants with handicapping conditions due to mainstreaming trend (33, 34, 35, 36, 37, 38, 39).

Another indication of priority placed on the mainstreaming or integrating approach is reflected in content of two conferences (American Foundation for Blind/National Therapeutic Recreation Society Workshop for Therapeutic Recreation Educators and President' Committee on Employment of the Handicapped/National Recreation and Park Association National Forum on Meeting the Recreation and Park Needs of Handicapped People) in which this topic was highly emphasized and need was expressed for training systems to provide competencies for mainstreaming/integrating handicapped individuals into ongoing programs.

. Learning Disabilities -- Analysis of research data and program experiences about physical activity, perceptual-motor, and recreation programs for children with learning disabilities indicates that specific physical/motor activities can contribute to alleviating specific learning problems (40). At the present time, much literature is available on the subject of motor activities for children with learning disabilities; however, many controversies exist concerning such factors as interpreting results of previous research studies, validity of perceptual motor programs and assessment techniques, research design and semantic difficulties. Information available at this time from a current IRUC state-of-the-art project regarding learning disabilities indicates that personnel in the field need assistance in order to provide appropriate perceptual motor programs and activities (41); this training/retraining is a priority identified and to be included in this report.

. Change in job roles and function of personnel in field - revise competencies required and offered in training.

. Athletic Training.

Additional support and evidence of the type of training/retraining systems that are needed are contained in recommendations of the congressionally mandated BEH Advisory Committee on Physical Education and Recreation for Handicapped Children:

. The committee is most concerned that the supply of qualified physical educators and recreators be increased; that new patterns of training be investigated; that physical education and recreation programs and personnel be considered a component of educational delivery service to the handicapped; and that all special and other regular educational personnel receive a better understanding of physical education and recreation programs for the handicapped. Within manpower development and training programs, priority attention should be directed toward:

-- Coordinated planning for training specialists in physical education and recreation for the handicapped at all levels of professional preparation.

-- Including in all regular physical education, recreation, and special education training programs specific content oriented toward the handicapped.

-- Providing in-service training experiences for all personnel.

. The committee recommends that all programming for the handicapped define educational opportunities to include physical education and recreation experiences and that these experiences not be limited to those available within the scope of a formal traditional school program. Within this context we further recommend that:

-- Public and voluntary recreation and/or parks departments and agencies are seen as legitimate participants in the BEH support programs designed to develop and expand programs and services related to recreation for handicapped children.

-- Physical education is an integral part of total school program experiences for all handicapped children.

The preceding discussion documents the need for training systems for physical education, recreation, and related personnel who provide programs for impaired, disabled, and handicapped children and youth. Training approaches should be developed in consideration of regional/state needs. Recommendations were made at the 1971 regional workshops where individuals, official agency representatives, and staff, officers, and members of associations indicated they want, need, and endorse multiagency, interdisciplinary teamwork, cooperation, and coordination of programs, projects, and activities to serve best those populations with which all are mutually concerned. Regional/state training/retraining approaches utilizing ALRC and RRC networks were also recommended during a 1974 regional conference held in Utah concerning The Severely, Multiply Handicapped - What are the Issues? (42).

Professional preparation programs that are developed should also take into consideration previous and on-going types of workshops, seminars, symposia, orientation sessions, in-service training institutes, and conferences on the subject:

. Bureau of Education for the Handicapped (BEH) sponsored five special regional workshops to identify training needs and develop plans to meet these needs in each state. State teams consisted of one representative from each area--physical education, recreation, and special education.

. Meetings sponsored by Texas Association for Retarded Citizens (funded under Developmental Disabilities Act) brought together representatives of (1) colleges and universities, (2) public education, (3) mental health/mental retardation boards, (4) service/civic/volunteer/parent groups, and (5) community recreation departments and park boards to improve communication, find more and better ways to work together, and develop a coordinated and unified state plan based on interagency and multidisciplinary action and activities to meet needs of impaired, disabled, and handicapped persons through physical education, recreation, camping, and related programs. Training and professional preparation programs and activities were major considerations in these deliberations and have received high priority in follow-up projects and meetings.

. Brain -storming or mobile workshops have been conducted where an individual or team conducts one-day drive-in sessions in population centers throughout a state (Hawaii, Mississippi, Alabama, Wisconsin). Special mobile units in physical education and recreation for mentally retarded persons and those with various handicapping conditions have been sponsored by Kentucky and Oklahoma Associations for Retarded Citizens. Services have included short term workshops in communities, at schools, for residential facilities and day care/activity centers, at college and universities, and for other interested groups. Special vans also serve as mobile resource centers with books, reprints of articles, pamphlets, brochures, equipment, supplies, special information sheets, and other physical education and recreation program materials.

. Developmental clinics sponsored or co-sponsored by colleges and universities (Maryland, Texas, Texas Woman's, Prince Georges Community, South Florida) and parent associations (Northern Virginia Association for Children with Learning Disabilities, Dallas Association for Retarded Citizens) serve children with physical and motor problems and provide practical experiences for students in specific curricula and courses as well as opportunities for student volunteers.

. Seminars jointly sponsored by Southern Regional Education Board, The Joseph P. Kennedy Jr. Foundation, and AAHPER included representative teams from 15 southern states. These leadership teams consisted of personnel from divisions of physical education and special education from State Departments of Education/Public Instruction, planners from Mental Health/Mental Retardation Boards, and individuals from departments of physical education and special education in colleges/universities with major programs in both areas. Important outcomes from these seminars included plans based on needs and priorities of each state and a series of workshops in each of the states.

. Coordinated efforts within, between, and among the six AAHPER geographic areas have been established through coordinators in each of the Districts. Workshops (Eastern District) and special convention programs (Southern District) are being implemented through joint efforts of these coordinators in cooperation with staff personnel of the Unit of Programs for the Handicapped and IRUC.

. Seminars such as the Buttonwood Project, Temple University, Philadelphia, and the training programs at the Children's Rehabilitation Center, University of Virginia Hospital, Charlottesville, in which college and university level professors were given advance competencies for their roles as trainers of teachers in adapted physical education and therapeutic recreation.

. Cadre team training approaches such as Project ACTIVE, New Jersey.

Some of the proto-types of previous and on-going college/university level professional preparation programs for personnel involved in physical education for handicapped individuals were reviewed. Some of the findings of this review were:

. The categorical approach is strongly emphasized.

. Many of the programs cover only a few handicapping conditions such as mentally retarded, physically handicapped or emotionally disturbed.

. Most of the programs emphasize traditional course work such as physical education for the mentally retarded, adapted physical education or physical education for the orthopedically impaired.

. Many of the programs stress a rehabilitative or remedial emphasis.

. The types of preparation range from one course to an intensive specialization involving many courses; a variety of majors, minors, concentration, options and/or specializations are offered.

. Training levels range from paraprofessional to doctoral programs.

. Students purusing a graduate level program usually are prepared to be specialists; undergraduate programs usually offer minor emphasis areas or options (some institutions offer specializations at the undergraduate level).

. A wide variety of training approaches is apparent.

. Different terminology is employed such as adapted physical education, special physical education, physical education for the handicapped or developmental physical education.

. The interdisciplinary approach is becoming more prevalent.

. Practical or laboratory work is frequently included in programs.

. A few programs are moving toward competency based studies.

In 1970, Ersing and Wheeler (43) conducted a national survey of 312 institutions with professional preparation programs in physical education as approved by the National Council for Accreditation of Teacher Education; several interesting trends in teacher preparation programs in adapted physical education were revealed. Of the 178 (57 percent) institutions responding, 24 (13 percent) indicated they offered a professional preparation curriculum to prepare specialists in adapted, remedial, corrective, special, and therapeutic physical education; 122 (69 percent) indicated they provided courses but no curriculum leading to this type of specialization; and 32 (18 percent) stated they offered neither a curriculum nor professional preparation courses in the area. Some of the conclusions made which may have relevance to future curriculum development included:

1. "There seems to be no single approach to preparing specialists in physical education for the handicapped; titles and content of programs are evidence of this diversity."

2. "Opportunity for specializing in adapted physical education seems to be equally available at undergraduate and masters degree levels."

3. "Undergraduate programs seem to provide little in-depth study in adapted physical education."

4. "The idea that adapted physical education is primarily therapeutic or rehabilitative in nature is still characteristic of some programs and courses."

A comprehensive review of issues and trends in training adapted physical education personnel was reported in 1972 by Winnick (44) who discussed the many disadvantages of the traditional medical/pathological categorical approach in programs, licenses, degrees, courses, units, classes, schools, university faculties, and state and federal funds. Review of the models developed by the institutions of higher education which received monies for planning prototypes in physical education and recreation for handicapped individuals funded by the Bureau of Education for the Handicapped revealed that the categorical approach was widely employed. Recommendations made by Winnick relative to the development of future models included:

> "(1) focus on individual needs, interests, and abilities of children; (2) focus on experiences relevant and meaningful to education in general and physical education in particular; ... ...(4) be developed and be in concert with the theoretical framework of allied disciplines -- especially special education..."

In 1963, Hooley (45) conducted a survey to determine state certification requirements and course work practices in the preparation of teachers for the area of adapted physical education. Questionnaires were sent to Educational Directors of each of the 50 states of the United States and Directors of Physical Education in every institution accredited by the National Council for Accreditation of Teacher Education to offer degrees in Health, physical Education and Recreation. Conclusions made from data obtained from 47 states and 421 Directors of Physical Education included:

> "Adapted Physical Education courses for undergraduate majors tend to exist more often in states which require such courses for certification in physical education than in states where institutions have relative autonomy in curricular matters."
>
> "Those who believe in teaching Adapted Physical Education courses to undergraduate majors in physical education feel that such courses must include field work with the handicapped."
>
> "Many Corrective Physical Education courses are taught; some of these stress the therapeutic viewpoint toward physical education which was held years ago when Doctors of Medicine and Physical Therapists led the profession of Physical Education."

In 1973, IRUC conducted a survey of the states in the nation regarding state provisions and regulations for physical education for the handicapped (46). Data revealed a total of 27 states which make provisions for providing adapted physical activities to children with handicapping conditions; an additional two states recommend such activity. Those provisions made, however, do not always cover all aspects of adapted physical education nor are all handicapping conditions included. Only 12 states required physical educators working with children with handicapping conditions to have special preparation; even these requirements are not always inclusive of all aspects of adapted physical education for all handicapping conditions.

Note: In December, 1973, a National Conference on Program Development Needs and Evaluation of Physical Education and Recreation for Handicapped Children and Youth, was held in Washington, D.C. in order to analyze the status of such programming in some of the states. BEH project directors who were present gave a report for their state -- representative examples of these reports may be reviewed by participants of the December 2 and 3, 1974 conference during small group meetings.

Currently, much activity relative to state certification, professional preparation programs, state plans, professional groups and federal funding is apparent:

Increased numbers of undergraduate and graduate professional preparation programs in physical education and recreation for handicapped persons in addition to several programs at the paraprofessional level. Many of these programs employ a categorical approach with options or specializations at the undergraduate level and majors or specializations at the graduate level.

Increased funding of such training programs by Division of Personnel Preparation, Bureau of Education for the Handicapped. During 1974-75, 39 training programs and 8 special projects (see Appendix B for listing) were funded by BEH: with the exception of special projects, primary emphasis has been at the graduate level.

High priority on development of comprehensive state-wide plans for delivery of special education, physical education and recreation services. BEH has initiated a series of state meetings involving personnel representing institutions of higher education, state education agencies, and local education agencies for these planning efforts. Applicants for new training grants funded by Personnel Preparation, BEH must now show documented evidence of involvement in their state plan.

Formation of the National Ad Hoc Committee on Physical Education and Recreation for the Handicapped. This professional group has a membership primarily consisting of Project Directors of BEH funded training programs in Physical Education and Recreation. Professional meetings and newsletters center on topics such as physical education and recreation programs for the handicapped, legislative support for these programs and exchange of information between BEH Project Directors.

Development of a model legislative statute in physical education for the handicapped. A subcommittee of the National Ad Hoc Committee on Physical Education and Recreation for the Handicapped is currently developing this model law which would mandate quality services in physical education for the handicapped. CEC model law - being revised - will mention PE/R.

The preceding state of the art analysis relative to training of teachers involved in physical education and/or recreation programs for handicapped individuals reviewed pertinent factors, forces and events which play a part in "what's going on" in the field. This analysis provides some support for the following recommendations concerning future professional preparation programs:

1. Training should be provided from early childhood levels, including infancy, through adult levels.

2. Recognition should be made that physical education is an integral part of total school program experiences for all handicapped children. Training programs should provide personnel who function as part of an interdisciplinary team with members such as physical education teachers; recreation leaders; special education teachers; school nurses; occupational, speech and physical therapists; psychologists; physicians; and other related personnel.

3. Appropriate training programs should be developed at paraprofessional, undergraduate and graduate levels:

- More programs should be developed to provide basic skills, knowledges and competencies for paraprofessionals who will assist the physical education teacher and/or the recreation leader in programming.

- Training should be provided to all recreation and physical education majors at the undergraduate level so that they are better able to program for all participants, including handicapped persons, in segregated, integrated and/or combinations of both situations.

- Graduate programs should prepare adapted physical education, corrective therapy, therapeutic recreation, developmental physical education and remedial physical education specialists who have advanced skills, knowledges, and competencies for programming for all types of handicapping conditions. Training should be provided which is in addition to the strong generalist foundation offered at the undergraduate level. Competencies should be provided based upon role and function of such professionals as teacher specialists, administrators/supervisors, college/university professors, and researchers.

4. Effective training approaches in previous and on-going types of workshops, seminars, symposia, orientation sessions, inservice training institutes, conferences, and professional preparation programs should be reviewed so that desirable features might be incorporated into the development of new or augmentation of existing pre and inservice training systems. It is imperative that personnel are kept up-to-date relative to their job responsibilities.

5. High priority should be given to coordinated, comprehensive state-wide plans for delivery of special education, physical education and recreation services involving institutions of higher education, state education agencies, and local education agencies in these planning efforts.

6. Effort should be made to break away from traditional, structured approaches in professional preparation. Consideration should be given to use of competency based curricular models; greater emphasis on field work, internship, practicum and other practical experiences; and use of diagnostic-prescriptive techniques applied in a noncategorical approach. Alternative ways should be developed to obtain competencies besides pursuing formal classwork and inflexible courses of study, i.e., utilization of deficiency/proficiency entry/exit systems and community-based training programs.

7. States should make provisions for providing physical education for all students, regardless of type or severity of handicapping conditions, in addition to requiring an adequate and relevant professional preparation for teacher certification so that teachers are prepared to provide these programs. In addition college/universities should provide professional preparation programs for therapeutic recreation personnel that leads to eligibility for registration in the National Therapeutic Recreation Society's accreditation program.

Raymond Weiss

"THE NEED TO PREPARE THE SPECIAL PHYSICAL EDUCATOR"

The regular physical educator and the regular classroom teacher have in common the problem of how to handle a class of children with widely divergent levels of performance. Children differ in their performance partly because of differences in genetic endowment, which is a major factor in learning, although there are other factors such as home and community environment.

The traditional concept of aptitude has been that students with high levels of aptitude can learn more complex tasks and students with low levels of aptitude can learn only the simplest tasks. This concept of aptitude and learning is reinforced by high correlations between scores on aptitude tests and achievement tests.

J. A. Carroll has a contrasting view that aptitude is the amount of time required by the learner to attain mastery of a task and that aptitude conditions the rate of learning rather than the level of complexity of learning. This view supports the belief that given sufficient time and appropriate types of help, students can learn a subject to a high degree of mastery. The type of instruction is as important a factor in learning as is time provided for learning. Instruction can be modified by the manner in which the task is presented, by the method of explanation used, and by the arrangement of the elements of the task to be learned. This kind of individualizing of instruction makes it possible for each learner to understand the instruction. That is what is accomplished by individualized instruction - a situation in which the learner understands the nature of the task to be learned and the procedures he is to follow in learning the task.

In contrast, group instruction provides all learners with exactly the same instruction; that is, the same in the amount and type of instruction and in the time available for learning.

The contrast between group instruction and individualized instruction shows up in a study of the relationship between aptitude and achievement. If a group of students are normally distributed in aptitude for some subject and all the students are provided with exactly the same instruction (same in type of instruction and time available for learning), at the end of the instruction the students will be normally distributed in achievement, and the correlation between aptitude and achievement will be fairly high.

On the other hand, if the students are normally distributed in aptitude but each student receives instruction for whatever length of time is appropriate to his needs, and the type of instruction also varies for each student according to need, the majority of students will achieve mastery of the subject, and the relationship between aptitude and achievement should approach zero. Benjamin Bloom and others refer to this concept as mastery learning.

I don't know whether Dr. Tom Vodola adopted this concept of learning and applied it in his program in the Township of Ocean School District in New Jersey, but I do know that part of his program conforms in theory with mastery learning. In his program, children with no known impairment may be screened out on the basis of low physical vitality or low motor ability. There may be nothing wrong with their capacity for learning, but their physical and motor performance are deficient. Following the screening they get diagnostic assessment, individualized prescriptive instruction, on-going assessment through brief diagnostic progress evaluation to determine how well they are mastering the tasks and to determine what remains to be mastered, modification of instruction where indicated by the assessment, and eventually improvement to a level more consistent with their capacities. The deficient child receives all this in class sessions which are scheduled in addition to his participation in the regular physical education program. His experiences conform with the idea that given sufficient time, and instruction that is modified to his particular needs, his deficiencies can be overcome and he can be expected to learn to a criterion level comparable to children with a higher aptitude.

Every so-called normal child has a right to this kind of education. And every teacher of the normal child should have the competence to provide this kind of education. The undergraduate teacher education program in physical education should give the physical educator the competence to screen out normal students who have deficiencies and to offer a modified program that will enable these children to improve their performance to rewarding levels of proficiency. They can get this training in preparation to be regular physical education teachers. They do not need to be trained as special physical educators.

Thus far I have been talking about the child whose capacity to learn has not been impaired, whose learning processes have not been altered, and whose organic functioning is normal. There is, of course, another population of school children with disabilities of various types whose learning processes _have_ been altered, whose capacity to learn _has_ been impaired and who _have_ identifiable organic or functional conditions that limit or restrict their behavior in one or more of the three domains: cognitive, affective and motor. These children have just as much right to education, including physical education, as does the so-called normal child.

Whether or not the physical education teacher with preparation to teach regular physical education can offer physical education that will meet the needs of these exceptional children probably should not be answered with a simple yes or no. Experience tells us that many educable retarded children can learn effectively in regular physical education classes with very little need to change the learning process.

On the other hand, instruction of a person with severe neurological involvement affecting motor performance, as in the case of a cerebral palsied child, requires an understanding of how learning objectives must be modified and how learning processes are altered as a result of the disability. Johnson and Myklebust, in their book on Learning Disabilities, stressed the problem of changed learning processes among persons with varying handicapping conditions. They pointed out that the fundamental distinction among groups of handicapped children rests on the presumption that the psychology of learning differs for different incapacities and disabilities.

In physical activities, the sighted person leans heavily upon visual feedback as a basis for information processing. For the blind or partially sighted person, the learning process obviously must be altered. The emotionally well-adjusted person responds positively to a degree of competition, but that same amount of competition could be devastating to an emotionally disturbed child.

The right to education belongs to all children: the mentally handicapped, neurologically impaired, emotionally disturbed, the blind, the deaf, the orthopedically handicapped, the medically disabled, the multiply handicapped, and so on. Children with disabilities have psychological and physical characteristics which affect the objectives that these children can realistically expect to attain, and these characteristics affect the teaching-learning process used to achieve the desired objectives.

Individualized instruction takes on an added dimension of meaning when applied to instruction of children with handicapping conditions. For a child to learn in an optimal manner, his teacher must not only have an understanding of the teaching-learning process as it applies to normal children...but also an understanding of the way in which disabilities affect the teaching-learning process.

In our profession's undergraduate preparation of the physical education teacher, we are barely able to provide the new teacher with the necessary competencies with which to successfully carry out her role. That is particularly true in recent years in which two years are taken up with liberal studies and the balance of time must be divided between professional education experiences and experiences in specialization.

The special physical educator's time has come. In New Jersey, there is a mandate... (explain the mandate... re eligibility for Beadleston funds). In New York State, the regulations governing physical education were revised effective August 1, 1974 wherein it is specifically stated that there shall be activities adapted to meet the differentiated needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education. Across the country, similar changes in regulations have been or are being instituted.

Yes, his time has come, and he had better be ready. This is a time to strengthen the preparation of the physical educator... to give him a strong foundation upon which to build the special competencies needed to teach handicapped children. It is not a matter of adding a couple of courses on teaching physical education to the mentally retarded and the physically handicapped. There are at least nine specific tasks that the special physical educator must perform, and these tasks require special competencies:

One of his major tasks is to plan and organize a program of physical education for handicapped persons. The competencies for this task include:

a) identifying the goals of a physical education program for the handicapped,

b) identifying specific objectives (affective, cognitive, motor) that are essential to the attainment of the goals, and precise enough to guide instruction and evaluation, and

c) identifying the learning experience (content) that are suitable for the attainment of the specific objectives.

A second task is to provide a suitable physical environment for the conduct of the physical education program for the handicapped.

He must be able to identify the criteria by which to judge the suitability of available space for various types of physical activities,

- identify the types of facilities needed for the program of physical education for the handicapped,

- identify the equipment needed for the program and to identify sources where the equipment presently is or may be procured, and

- identify the types of teaching aids that would enhance learning in physical education for the handicapped.

A third task is to plan individualized learning experiences for persons with specific disabilities.

To perform this task he must have the competency to:

- identify various handicapping conditions and their potential effects on both learning and participating in selected physical activities,

-identify assessment procedures suitable for persons with various handicaps for determing student characteristics and abilities related to the specific objectives,

-select learning experiences (content) that are appropriate to the ability level and the characteristics of the individuals with specific handicaps and disabilities,

-identify evaluation procedures for the assessment of the progress and outcome of the learning experiences,

-to select teaching strategies that will enhance individualized learning experiences, and

-identify the professional resources in the school and community, i.e., school physician, school nurse, guidance counselors, teachers, in the school and to contrast the types of information each can provide for use in assessing the student and planning suitable learning experiences.

A fourth task is to plan for the organization of physical education instruction for handicapped persons.

The teacher must be able to contrast the advantages and disadvantages of placing handicapped children in separate versus regular versus dual physical education classes,

-he must be competent to develop suitable personal data sheets and other record-keeping systems for noting the status and progress of students classified for special physical education, and

-he must be able to identify important aspects of planning related to the health and safety of the handicapped in physical education classes.

A fifth task is to conduct programs of physical education for individuals and groups with a variety of handicapping conditions.

He needs to determine tolerance limits for participation in various exercises and movement oriented programs as defined in the literature and revealed by medical records and student evaluation,

-be able to perform the variety of activities included in a program of physical education for the handicapped,

-be able to assess the abilities and limitations of the learner at the start of a unit of instruction as a basis for determining a point of entry into the instructional program,

-be able to select activities within a unit of instruction that are consistent with the individual's level of ability and ability to learn,

- be able to break down the learning task into its components, arranged to provide progression from less difficult to more complex learning experiences,

- be able to teach the activities within units of instruction using appropriate teaching strategies, equipment and aids,

- be able to adapt motivational techniques according to the special needs of the child,

- be able to evaluate progress in the learning experience as a basis for modifying the learning experience and making decisions about sequence of task components, tempo and strategies of instruction and readiness to proceed to the next unit of instruction,

- be able to assess student performance at the end of specified learning periods,

- in conjunction with other school personnel, be able to interpret assessment information to students and parents in conference (discuss performance, achievement scores and rate of progress in relation to continuing or changing goals), and

- to use other people as resources (doctors, nurses, psychologists, etc.) for conduct of physical education programs for the handicapped.

Tasks six through nine (without getting into competencies) include:

Evaluating the program for its effectiveness;

Interpreting the program to key individuals (school authorities, other professionals and lay persons) and seek support for the program and its purposes;

Participating in interprofessional situations providing special programs or services for individual or groups, including coordination of such services for a program; and

Providing a suitable emotional and social environment in which to conduct the Physical Education Program for Handicapped.

These tasks, and particularly the competencies for the tasks, far exceed the scope of present-day professional preparation programs in physical education. It is difficult to see how an undergraduate program could be expanded to encompass all those competencies. Yet, if teachers of physical education for handicapped persons are to do their work effectively they will need to acquire these competencies.

As a minimum, I would recommend the following experiences:

Education of Exceptional Children, at least one course in the characteristics of handicapped persons.

Medical and Psychological Aspects of Rehabilitation and a course in the medical eitology of their handicapping conditions.

Observation of Programs in Physical Education for Handicapped Persons. A visitation course (gone perhaps).

Foundations and Interpretations of a Philosophy of Physical Education.

Project Methodology and Project Seminar I and II in Physical Education.

Field Experience in Physical Education for Handicapped Persons.

Teaching Developmental Physical Education to Handicapped Persons.

Teaching Adapted and Corrective Physical Education to Handicapped Persons.

Measurement and Evaluation in Physical Education for Handicapped Persons (give reason).

Motor Learning I.

Problems of Organizing and Supervising Physical Education Programs for Handicapped Persons.

If these experiences in special physical education do in fact have as prerequisites the content usually included in undergraduate professional preparation; then I see no alternative to the concept of special preparation for the special physical education teacher, with this special preparation offered at the Master's level.

I have often expressed the view that a physical education teacher, in looking at the options for master's study would be wise to consider further specialization to give himself credentials that make him more marketable - such as preparing to teach handicapped persons - as opposed to the master's student who selects a program that supposedly picks up where the baccaleaureate leaves off - and graduates him as a physical educator with a master's degree.

The need for a well-prepared specialist is increased when we consider who is going to do much of the teaching of physical education in the elementary schools. Relatively few special teachers of physical education are assigned to teach in the elementary schools. The new regulations in New York State permit the elementary classroom teachers to provide instruction under the direction and supervision of a certified physical education teacher. We can expect, then, that the physical education specialist will not only be teaching the handicapped child, but may expect to work with the special education teacher and the classroom teacher as they provide motor learning experiences to handicapped children. However, there are limits to what can be expected of these teachers.

The special education teacher or the regular classroom teacher, could not be expected to perform all nine tasks I referred to previously. The teacher who is not a trained physical educator could, with in-service education, perform some of the tasks alone, some of them together with a physical educator, and should not handle some of the tasks at all.

Tasks the special education and classroom teacher can handle alone:

. Conduct programs of physical education for handicapped persons.

. Provide a suitable physical environment for the conduct of the physical education program for handicapped persons.

. Provide a suitable emotional and social environment for the conduct of a physical education program for handicapped persons.

Tasks the teacher can share with a physical educator:

. Plan individualized learning experiences for persons with specific disabilities.

. Evaluate the program for its effectiveness.

. Interpret the program to key individuals (school authorities, other professionals and lay persons) and seek support for the program and its purposes.

Tasks the teacher should not undertake:

- Plan a curriculum of physical education for handicapped persons.

- Plan for the organization of the physical education instruction for handicapped persons.

- Participate in interprofessional situations providing special programs or services for individuals or groups, including coordination of such services for a program.

It should be emphasized that the special education teacher and the classroom teacher do not replace the special physical educator. Through in-service education, it is feasible to train special education and regular teachers (and the regular physical educator for that matter) to conduct individualized physical education for handicapped persons, but there is an assumption that a specialist in physical education for handicapped persons will be available and responsible for planning the program, planning the organizational aspects, and providing supervisory services.

It is hard for me to believe that a person could become competent to handle these responsibilities without special preparation.

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D - Perpetual Segregation

1. Will perpetual segregation continue to eliminate programs now in existence?

2. Why should there be a change when text books and state and federal offices are written and organized in terms of deficiency?

3. Should we continue to perpetuate the medical model rather than an education model for classifying children?

4. If budgets are allocated on the basis of numbers of children and particular deviencies, should we alter the system and severely reduce the chances of receiving funds?

E - Individualized Instruction

1. Must we meet the individual needs of children?

F - Tradition

1. Have not traditional means proven sufficient?

In response to his own dialogue on "why not to prepare a special physical educator," Dr. Winnick stated the following:

A - In Response to Insufficient Content ....

Special physical education is that part of physical education that is specifically and uniquely concerned with individuals whose abilities, capactities, and limitations prevent them from safely and successfully engaging in unrestricted participation in the general physical education program and who need extended experiences in physical education to fulfill their needs. It is concerned with correction, remediation, and rehabilitation since it attends to the change or improvement in function or structure by means of selected motor activities. It is concerned with habilitating development and contributing to social, emotional, academic, and cognitive development for children below norms in these areas. Since it stresses adjustment in regular offerings to meet the needs of exceptional children, it is concerned with program modification. It is concerned with therapy since it is intended to provide individual prescriptions of movement activity to meet physical, motor, psychological, cognitive, academic, and social goals. It is an area of study which deals with a population unique in physical, mental, social, and emotional characteristics, limitations, and capacities. It distinguishes itself by being concerned with a unique population. Since it is a field which draws from the universe of physical education activities and has the same general objectives as physical education, it is a part of physical education. However, it often differs in program applicability because it often differs in program emphasis, program levels, program resources, and program administration. It often differs in methods of measuring abilities. As a course of study, it draws from the fields of education and physical education but in addition is unique in research concerns; concerns of the literature; relevant professional, private, and governmental organization; theoretical models; pedagogical strategies; history; heritage; growth; and legislation.

Adapted physical education became an area of emphasis because historically it was not attended to. Dewey has pointed out "we need to emphasize that which needs emphasis." According to well publicized government surveys the only shortage of teachers are those to teach the handicapped. Surveys from the State Education Department in Albany, New York, indicate that only 25 percent of handicapped children are receiving physical education. Many states have mandated the services and there is movement in the area of certification.

Special physical education, in summary, is unique in program emphasis, program functioning, program levels, program resources, program administration, the population it attends to, its applicability, its theoretical emphasis, its research concerns, its professional organization, its private organizations, its public organization, its literature, and especially its need, it qualifies as an acceptable and unique certification area.

B - In Response to Overspecialization...

No one speaks to the problem of overspecialization when they hire a basketball coach. The coach is a specialist, but he also has the qualifications to function as a physical education teacher. A similar function can be dilienated to the adapted physical education teacher. He can have the qualifications to serve both in regular and special classes.

C - In Response to Release of Responsibility ....

We need a specialist for extended activities. As in athletics, we have a program which meets after school to serve the gifted in the program. One could conclude that we need a program of afterschool activities to meet the needs of this special population.

D - In Response to Perpetual Segretation ....

We need a specialist to enhance specialization. Mainstreaming will not work until our regular teachers are prepared to deal with it. With preparation, successful participation in a program is greatly enhanced. While we have to guard against segregation, we have to employ specialists to enhance the integration concept. The special skills which a special physical education person has serve to enhance the program.

Specialists also have a key role where severe differences are served. The movement of our severely involved population from institutions to their locale merits investigation and clearly needs to be served by specialists.

E - In Response to Individualized Instruction ...

Resource personnel are needed if individualized programs are to be developed. Thus, the special physical educator has a necessary position in the system.

F - In Response to Tradition ....

It just does not seem as if we have done enough by traditional means.

A RESOLUTION Presented by Dr. Winnick

Whereas there is a definite and unique knowledge in special physical education and such knowledge is increasing to the extent that specialization is required;

Whereas where children are performing below normal in physical education they are not receiving adequate physical education to improve their abilities although they are required to attend school, their parents are required to pay tax;

Whereas children performing below normal in physical education need extended experiences to develop them to their maximum;

Whereas there is a corresponding state certification for teaching physical education to the gifted;

Whereas there is a need for resource teachers to mainstream children;

Whereas the safe and successful participation of children in physical is endangered by unqualified or disinterested teachers;

Whereas there is a need to develop the leisure needs of handicapped to complement vocational skills and knowledge;

Be it resolved that classroom and resource teachers of special physical education be certified, be employed in the schools in New York State, according to the following formula:

-in segregated schools all classroom physical education teachers be certified in special physical education;

-regular schools with segregated special classes employ a certified special physical education teacher;

-regular schools without segregated special classes, faculty be comprised of one certified special physical education specialist for every nine regular physical education teachers and coaches.

COMMENTS BY AND ANSWERS TO QUESTIONS FROM WORKING CONFERENCE PARTICIPANTS:

-The demand for special physical education teachers does not presently exist. We should create this demand at this conference and on a professional and voluntary basis.

-New York Special Olympics is involved with developing ties with the medical profession in New York State.

-There exists a tremendous gap between the medical profession and the educators. Project ACTIVE operating in the State of New Jersey has surveyed the present system of medical referals and excuses and has developed a system which has received acceptance in New Jersey.

-States are moving to mandate special physical education commensurate with the child's ability. The process of doing an about-face has created a vacuum in states where little or no services have been provided, but in these states, the colleges and universities have quickly and efficiently removed the gaps.

-In a year or two, educational mandates, the Family Court, and State Supreme Courts will provide the impetus for complete services to handicapped persons.

-While there exists both poorly and excellently qualified teachers, it seems as if competent teachers do perform well.

-Prior to the mandating of special physical education there were teachers wanting to do a good job with children who pursued additional graduate courses for this purpose.

-Here, teachers visualized the need and chose to become more competent - a clear indication that programs are needed.

-There is a need for special skills. The developing child on a continium demonstrates this insight for he needs special services at particular stages in development.

-While a general physical educator can possibly construct a developmental program, it seems as if he would have difficulty with an irreversable paralysis.

David Bilowitt

"THE IMPLICATIONS OF CHANGE AT THE COLLEGE AND UNIVERSITY LEVEL"

There exists a conserted move toward non-categorical approaches and the training of teachers is reflecting this move.

Competency based teacher education broadens the teacher's salieability.

Colleges establishing different programs are subduing the mass education production line. Students receive the same competencies, but the approach is different.

With this move toward competency based teacher education, certification and program content is not determined by state agencies; rather the college in dialogue with the community formulate the programs.

Colleges servicing intercity schools will develop somewhat different competencies than institutions servicing rural counties.

Students will continue to receive a well-grounded scientific orientated program. While the categories will be dropped the disabilities will continue to exist.

College departments are now establishing interdisciplenary programs by working closely with fine arts, music, et al. This not only broadens a student's background but it communicates to the college student that there is more than one way of reaching children.

The selection of students to enter teacher training programs for the handicapped will become a more thorough process.

Because colleges have become more responsible to students and community they have begun to develop continuing education programs.

Thomas Vodola

"IMPLICATIONS FOR THE SCHOOL DISTRICT AND LOCAL COMMUNITY"

The presentation will cover the following areas:

A- Special Physical Education Training
B- Implications for Local Involvement and Training
C- Project ACTIVE

A- Special Physical Education Training:

-Is there a need for special training for the special physical educator? YES.

-Are there special competencies required for working with an atypical population? YES.

TO BE ACCOMPLISHED

1) Restructure our physical education curriculum on undergraduate level:

   a-We do not prepare adequate diagnosticians.
   b-We are preparing technicians, dispensers of games and activities.
   c-We are not preparing educators.

2) Persons can conduct an activity program for all minimally handicapped if they have secured minimal academic work in:

   a-Physcology of learning.
   b-Knowledge of developmental levels.
   c-Child growth and development.

3) One who aspires to be a teacher of the handicapped should receive academic work in:

   a-Characteristics of handicapped.
   b-Psychology of handicapped.

4) The colleges should address themselves to all practitioners currently in the field.

5) Inservice programs for minimal competencies should allow for:

   a-Release time.
   b-Certificates of completion.

6) In each district there should be a specialist with an indepth program who is able:

   a-To prescribe.
   b-To diagnose.
   c-To remediate.
   d-To conduct in-service programs.

B- Implications For Local School District:

1) Local agency acceptance of severely handicapped persons.

2) Consideration of medical field.

3) Better use and plan of existing facilities.

4) Rationale behind special programming for the handicapped.

5) Flexible scheduling of children and teachers.

6) Developmental and (adapted) room for those who cannot be mainstreamed.

7) Section(s) within a gymnasium for individual or small group work.

8) Identification of stations to provide activities.

9) Parent/school/community public relations campaign covering:
  a-Medical profession.
  b-Community.
  c-Terminology.
  d-Teachers and students (sensitivity training).

10) Crash programs for school community to interpret what will be covered in the special program:
  a-How it will benefit the child.
  b-Need for the program.

11) Establish a collective body of individuals from various positions to make recommendations to the Board of Education.

12) Consider using students as aides:
  a-For providing services.
  b-For sensitivity training.

13) Need for para-professionals; it is not economically feasible to have the teacher/pupil ratio which will effect sound learning.

14) Interdisciplinary involvement.

C- Project ACTIVE

"All Children Totally Involved Exercising"

1) While there was a law mandating services to all children, administrators contended that teachers did not have the expertise.

2) Project ACTIVE was developed to meet three objectives:

  a-Development of state guidelines;
  b-Development of a competency-based teacher training program;
  c-Training teachers in order to individualize and personalize their program.

3) Research validated:

a-The competency based approach was successful in terms of teachers.
b-Individualizing instruction was superior to traditional methods.

4) The workshops conducted in relation to Project ACTIVE comprise both lecture and practicum experiences.

5) Leadership training workshops include:

a-A discussion on the uniqueness of the competency based teaching approach:

- -Research rationale underlying the specific competency.
- -Trainer demonstrating particular competency.
- -Trainee practicing the specific competency.
- -Trainer-trainee interacting.
- -Trainee in field setting utilizing competency with children under supervision of trainer.
- -Trainer-trainee interacting to assess level of competency through self-evaluation.

b-A discussion of testing, diagnosing and prescribing a program to meet individual needs.

COMMENTS AND QUESTIONS

-Parents are involved from the beginning of the referral. Their interest in the program usually results from either the referral, or by viewing one of the many demonstrations staged across New Jersey.

-The school nurse is the hub of the program. She is the person who initiates the referral to the program.

-Physicians must clearly dictate to the district those exercises and movements which would benefit the child. It should be an educational diagnosis.

-Health problems involving nutrition usually are reviewed by the Child Study Teams. In some instances, school physical education departments are involved. Child Study Teams consist of LD specialist, child psychologist, teacher involved, social worker, and others who would be involved in diagnosis and remediation of a child's disability.

-Project ACTIVE works on a contractual agreement. The Project will finance the training of the teacher, but the district must assume the cost of purchasing the workshop materials.

-A para-professional is an individual who has a minimum of two years of training with some of that training dealing with the handicapped.

TUESDAY MORNING

REPORTS FROM MINI-GROUP ACTIVITIES:

GROUP A

PROS ON BEHALF OF CERTIFICATION

-There is sufficient content in the following areas:

a-Medical background
b-Techniques that are unique
c-Practical daily skills
d-Need for field experience
e-Contributions of physical education to total learning of the child

-Skills for mainstreaming.

-Concern for early developmental experiences.

-Selectivity of staff.

-Extended experience beyond the classroom.

-Safety of students.

-Teachers and students want the certification and specialization.

-Severely deviant children can not be integrated.

GROUP A

CONS AGANIST CERTIFICATION

-Is there a need? Will the school districts employe specialists who are certified?.

-Insufficient content?

-Will they be specialized?

-If we certify individuals in this area will they release the responsibility from special education teachers and regular physical education teachers?

-Will we perpetuate segregation?

-Will we reduce the possibility of individualizing a child's program?

GROUP B

PROS ON BEHALF OF CERTIFICATION

-Existing teacher training does not provide experiences in tasks and competencies. These are necessary for designing and implementing of programs for all children including handicapped.

-Legislation for equal educational opportunity has been submitted.

-Institutions and agencies presently servicing handicapped need specialists.

-Mainstreaming mandates have changed existing philosophies. Sensitivity training is necessary for all. The teacher must meet a wide variety of needs and plan for these needs of special children. This requires special training at the college level.

-Enthusiastic and interested people not only in physical education but in special education would assist in providing services. A wide variety of educators therefore, would have training if specialists were hired for each school district.

-A series of sensitivity courses should be on the undergraduate level if people are going to accept the atypical child as soon they get into the field.

GROUP B

CONS AGAINST CERTIFICATION

-Budget is a very important consideration.

-Local juggling of staff budgets and present positions would be jeopardized. Many local communities, instead of hiring the top level person, will let them go or/and hire somebody of a lower level cost rate.

-Role confusion and negative image of physical education and athletics would stifle an additional certification.

-Lack of awareness by people in the community as to what is actually going on or can go on and sensitivity of educators, students, parents and community will involve money for sessions and public relations.

-As certification becomes a requisite, many people will be threatened by it.

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GROUP C

The committee is in full accord that there is a need for special physical education training addresses to the following:

- Undergraduate level: that students be provided with competencies necessary to conduct a physical activity program for any type of handicapping condition.
- Graduate level: there should be comprehensive training in order to plan, organize, implement and evaluate a physical activity for any type of handicapping condition. This training should also train a person to function at the supervisory level.
- In-service programs: to provide minimal competencies to meet existing needs.

LED TO THE FORMULATION OF FORMAL RESOLUTIONS:

Whereas, colleges indicate that physical education professional preparations programs do prepare graduates to handle individualized instruction, and

Whereas, children with mild involvement can be considered to be part of the continium of individualized instruction in regular physical education, and

Whereas, many physical education teachers do not feel confident to work with those mildly involved children in individualized instruction;

Therefore, be it resolved, that institutions of higher education, state departments, and/or LEA undertake to examine the degree to which the alleged competencies are provided.

Whereas, colleges indicate that professional preparation for regular physical education cannot adequately provide competencies needed by the teacher to handle special individualized instruction for children with severe involvement, and

Whereas, just about all regular physical education teachers feel incompetent to teach severly handicapped persons, and

Whereas, the Nyquist* ruling gives each child the right to a full and appropriate education,

Therefore, be it resolved, that higher education insititions provide for the preparation of specialists to teach physical education to the severely handicapped.

---

*Edwald Nyquist, Commissioner, New York State Education Department

-There are a number of resolutions and the end result is that everyone has a specific role to play in order to:

1) Examine the adequacy of present professional preparation for regular physical education programs;

2) Concern about the need to prepare special physical education teachers; and

3) Provide for services of special physical education teachers.

Whereas, it is essential that severely handicapped persons receive individualized physical education, and

Whereas, the severely handicapped child often has available to him physical education instruction by the special education teacher, and

Whereas, that special education teacher is not professionally prepared to provide individualized physical education;

Therefore, be it resolved, that the severely handicapped individual receive instruction from a specialist in physical education for handicapped or under his direction and supervision.

-It is necessary to formulate a committee, a planning group, charged with the responsibility of sketching out the strategies each agency must take in order to insure some success with the position statement developed at this conference. The group should address itself to:

1) How do you involve these people?
2) When do you involve these people?
3) Do they get involved in preparing the statement, or
   is it a fate accomple?

These questions possibly cannot be answered today, but we should plan for these questions to be answered in the near future. Other question to be asked:

4) How do we implement this plan?

-The concerns stated here are so professionally important that a committee must be established in order to review the problem of how do we influence policy and decision making administrators. Something must happen from this conference. This should not end as simply a nice mental exercise.

A motion was moved by David Billowitt and seconded by Joseph Winnick. The motion:

1) To formulate a position covering the issues of the conference.

2) To adopt in substance what has been agreed upon.

3) To form a committee to translate the substance into form for implementation:
   a-To develop a plan for implementation by January 1, 1975.
   b-This plan to be carried out by June 1, 1975.

The motion passed by unanimous decision of the participants in attendance at the conference.

-The committee which will be formed should also persue whether or not there would exist Federal and New York State funds to carry-out the issues of the conference.

-A motion was moved by Joseph Winnick and seconded by Matt Dolan. The motion:

The resolutions formulated by Mini-Group C be accepted as the position formulated at this conference.

The motion passed by unanimous decision of the participants in attendance at the conference.

-A committee was formed to carry-out the first motion.
The committee consisted of:

Dr. Louise Moseley (Cortland), Chairperson
Dr. Raymond Weiss (New York University)
Dr. Joseph Winnick (Brockport)

To implement the position statement and the plan of the working conference, the established committee will appoint members of the Planning and Development Team, Advisory Council, and other key individual to assist them.

APPENDIX L

This workshop was supported by a grant from the U.S. Office of Education; Department of Health, Education and Welfare; Bureau of Education for the Handicapped to the Board of Regents of the University of the State of New York and administered by the State Education Department, Division for Handicapped Children.

Grant No. 21-31608

A Workshop on Physical Education and Recreation for the Handicapped

*The Northeastern New York Recreation and Parks Association

In cooperation with:

The State Education Department
The State Office of Parks and Recreation
The New York State Division for Youth
Eleanor Roosevelt Development Services of the State Department of Mental Hygiene

---

**an affiliate of the New York State Recreation and Parks Society*

WHERE: Oswald D. Heck State School, Balltown Road, Schenectady, NY

WHEN: April 25, 1975

TIME: 9:00 AM to 5:30 PM

REGISTRATION: $1.50

FEATURING: Live demonstrations and presentations

Program Schedule

10:00 a.m. Opening Session — Gymnasium

11:15 a.m. *Recreation for the Severely and Profoundly Handicapped* — Gymnasium
Neil Stoddard, Coordinator of Motor Education for the Retarded and other Handicapped, N.Y.C. Board of Education
Ralph Provenza, Area Coordinator for Special Olympics for N.Y.C.

Municipal and County Responsibility — Octagon Room I
Matt Dolan, Executive Secretary
NYS Parks and Recreation Society, Bedford Hills, NY

Swimming for the Multiply Handicapped — Swimming Pool
Anthony Panozzo, Special Physical Education Instructor
School #84, Buffalo, NY

12:30 p.m. LUNCH

1:15 p.m. *Gymnastics for the Trainable Mentally Retarded*—Gymnasium
Barbara Southwick, Adapted Physical Educator, Special Program Chairman, New York Special Olympics, Inc., Stony Brook, NY

Environmental Design and Play Activity — Octagon Room I
Thomas Heffner, Architect Student SUNY at Buffalo, School of Architecture, Buffalo, NY

2:30 p.m. *The Integration of Preacademic and Academic Skills Within Gross Motor Activities* — Gymnasium
Michael Reif, Therapeutic Recreation Specialist, Adapted Physical Educator, Monroe Developmental Services, Rochester, NY

Volunteers As Effective Program Motivators — Octagon Room I
Jean Drummond, Therapeutic Recreation Supervisor, Greenburgh, NY
Betty Margison, Coordinator of Volunteer Services, O. D. Heck School

3:45 p.m. *Physical Education and Recreation for the Emotionally Handicapped* — Gymnasium
Mary Ann Lee, Instructor
Lester B. Foreman Center, BOCES I, Fairport, NY

New Concepts In Leisure Experiences — Octagon Room I
Ray Wall, Director of Recreation Education, Westchester Community College, Therapeutic Recreation Education, White Plains, NY

4:45 p.m. *Basic Handling Techniques* — Gymnalsum
Linda Mirando, Occupational Therapist (OTR)
Linda Morgenstern, Licensed Physical Therapist (LPT)
Erie County Health Care Center for Children

NEW YORK STATE PARKS & RECREATION

EVALUATION OF THE WORKSHOP ON PHYSICAL EDUCATION & RECREATION FOR THE HANDICAPPED

Recreation for the Severely and Profoundly Handicapped
Mean - 8.0 Mode - 10 Median - 9

Municipal and County Responsibility
Mean - 3.0 Mode - 1 Median - 2

Swimming for the Multiply Handicapped
Mean - 4.3 Mode - none Median - 4

Gymnastics for the Trainable Mentally Retarded
Mean - 5.5 Mode - 8 Median - 6

Environmental Design and Play Activity
Mean - 6.8 Mode - 8 Median - 8

The Integration of Preacademic & Academic Skills Within Gross Motor Activities
Mean - 8.6 Mode - 10 Median - 9

Volunteers As Effective Program Motivators
Mean - 5.4 Mode - 5 Median - 5

Physical Education and Recreation for the Emotionally Handicapped
Mean - 6.1 Mode - 8 Median - 5

New Concepts In Leisure Experiences
Was delayed and arrived too late for his session, but group attending set up their own panel discussion.

Basic Handling Techniques
Mean - 7.8 Mode - 9 Median - 8

The enclosed questionaire was distributed to all 170 of those who attended the workshop. Twenty-seven percent (46) chose to reply.

The ratings and comments made by the participants are colored by a wide difference in backgrounds. The respondents included primary teachers, special education teachers, physical education teachers, recreation activity specialists, therapeutic recreation specialists, psychologists, administrators, and students. Consequently, there are often wide varieties between mode (center of strongest opinion) and the median (middle point of instances of response).

The group also represented wide variations in opinion concerning the use of clients or non-clients in demonstrations. These opinions (judging by the written comments) often strongly influenced the evaluation of the workshops as a whole.

Some of the respondents suggested different formats for future presentations. For example, workshops dealing with the more severely handicapped could be illustrated by edited film thereby condensing the time-spans involved.

In addition, there seems to be a real need for those actively working in the field to have an opportunity to exchange ideas and techniques with each other. The tight and full schedule of this program precluded such an exchange.

In general, the sentiments of the respondents indicated a strong need for periodic meetings of this type with some modifications in format to facilitate the learning process.

WORKSHOP EVALUATION FORM

Physical Education and Recreation for the Handicapped

1. WHICH SESSIONS DID YOU ATTEND?	*RATING

*On a scale of one to ten (1 - 10_, with ten being the highest, rate each session.

2. WHAT DID YOU LIKE MOST ABOUT THE WORKSHOPS?

3. WHAT DID YOU LIKE LEAST ?

4. IF WE WERE ABLE TO CONDUCT A FOLLOW-UP WORKSHOP IN THE FUTURE, WHAT WOULD YOU LIKE TO SEE INCLUDED IN THE PROGRAM?

NAME (OPTIONAL)	AGENCY

APPENDIX M

WORKSHOP

May 2, 1975
White Plains, New York

REPORT ON

FOCUS III

LAWS AND LEGISLATION FOR PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

Conducted for the State of New York
Planning and Development Team
and
Task Force Committee in
Westchester County

Sponsored by
The University of the State of New York
The State Education Department
Division for Handicapped Children
and
Westchester County Recreation and Park Society
Committee on the Handicapped

This workshop has been made possible by funding awarded to the University of the State of New York, Board of Regents, State Education Department, Division for Handicapped Children, by the United States Office of Education, Bureau for Education of the Handicapped, Division of Training Programs, Grant Number OEG-0-72-4303, Project Number, H213260B, PL 91-230.

Westchester County Recreation and Park Society, Inc.

RECEIVED
JUN 23 1975
BUREAU FOR [illegible] HANDICAPPED
CHILDREN

EXECUTIVE COMMITTEE

President
Paul E. Lohner
Westchester

President Elect
Ronald J. Feldman
Greenburgh

Secretary
Donald J. Papa
Briarcliff Manor

Treasurer
Alexander Buncher
Harrison

Immediate Past President
Kenneth Batchelor
Scarsdale

Members at Large
John Branca– '77
Mount Vernon

Joan Gyesky– '76
Irvington

Angelo Palermo– '75
Ramapo

William Rodriguez– '77
Scarsdale

Angelo Valentino– '75
Harrison

Raymond A. Wall– '76
Mount Kisco

Please Reply To:

TO: Joseph Conway

FROM: Joan Gyesky

RE: Focus III Final Report

The Focus III Workshop was held at the Roger Smith Hotel on May 2, 1975, in White Plains, New York. The title of the workshop was Laws and Legislation on Physical Education and Recreation Services for the Handicapped. The program started at 9:00 a.m., with registration and coffee. At 9:30 a.m., the workshop participants were welcomed by Mr. Joseph Conway, Supervisor of Recreational Services, Westchester County Department of Parks, Recreation and Conservation. He introduced the following:

-------Mr. Paul Lohner, President of the Westchester County Recreation and Park Society, who made a few welcoming comments.

-------Senator John E. Flynn stated some of the problems of existing laws and made comment on proposals for new legislation. He asked that the proceedings of the workshops be sent to him.

-------Matt O'Connell thanked the participants for attending the workshop, and contributing their input to the needs of the handicapped.

-------Dave Szymanski gave an explanation of the three year project on community approaches to programs in physical education and recreation for the handicapped. He also explained the purpose of today's program and the procedure to meet the objectives.

-------Joan Gyesky explained the mechanics of the workshop - rooms; lunch, etc.

The participants then broke into the three mini-workshops: Social Services and Mental Hygiene; Parks and Recreation and Physical Education. In these sessions present laws and proposed legislation were reviewed by the leaders and participants. Recommendations for the change of current laws from the mini-workshops are included in this report.

Affiliated with the
New York State Recreation and Park Society

The participants dispersed for lunch at 12:30 p.m. The main speaker at lunch was Mr. Harold Smith, who spoke on the legislative process. His speech included how laws were passed from their inception to their enactment. Other speakers at lunch were:

Mr. Paul Lohner, President of the Westchester Recreation and Park Society thanked Matt Dolan for his participation and the support of the New York State Recreation and Park Society.

Mrs. Orial Redd welcomed the workshop participants on behalf of the County Executive's office.

Mr. David Szymanski received a plaque from the Westchester Recreation and Park Society in appreciation for the service he has rendered.

Mr. Joseph Conway thanked the students from Ray Wall's class for recording the various sessions.

Recommendations on Physical Education & Recreation - The meeting was chaired by Mr. R. O'Neil. There were six individuals in attendance.

The discussion began by evaluating the need for legislation. It was at first felt that there might not be a need for legislation - that establishment of new teacher certification, closer scrutiny of existing programs and greater emphasis on coordination of efforts by all school groups could effectively improve the status of physical education programs for the handicapped.

There was a general consensus that teachers could not be expected to serve to teach and train those who suffered from a variety of handicaps. That is, a teacher should be trained and expected to teach in a general handicap area, but not all of them. It was also felt that teachers should undergo a retraining, or in-service program so as to update their knowledge and skills.

If any legislation was enacted it would be to encourage retraining and in-service work. Such retraining might be funded by the State Education Department. Legislation might also be required, if schools were to be kept open after normal school hours, and if the local education agencies desired to work in cooperation with other agencies in developing joint programs.

It was also felt that legislation would not be required to make a good teacher better. What was needed was a greater sense of commitment by the teacher, administrator and state agencies. It was also suggested that BOCES play a greater role in the retraining process.

No specific legislation was submitted for consideration. All but two of the participants had to leave before the afternoon session.

Recommendations on Physical Education & Recreation - Cont.

- College and University curriculums should provide increased credit hours in dealing with the disabled. The course of study should include more training in specialized areas. When it is not possible for an individual to attend a formalized classes for instruction, in service training should be substituted.

- A system should be established for coordination and communication between schools and recreation departments for a continuity of programs and services. Cooperative funding and transportation could be provided through the State Department of Education and Recreation.

- The education law should be amended to include better staff coordination at schools and the renovation of existing facilities for the handicapped use.

- Proper insurance should be provided by Boards of Education for handicapped.

- School systems should review programs for possible deletion of existing programs for more activities for the handicapped.

- The State Education Department should coordinate and operate regional seminars and workshops to develop a consistent philosophy as how quality services are to be implemented. (How to teach a program in a school district.)

Recommendations on Mental Hygiene and Social Services -

1) Legislation be passed to create a Comprehensive Planning Mechanism to control and coordinate the variety of human services on a county and state level.

It was particularly stressed that there was a need to coordinate and control transportation systems. One individual must be designated to do this on a county level as well as state level.

2) That existing state legislation on financial reimbursement for vocational education be expanded to include both physical education and recreation services.

3) That federal Supplementary Security Income be expanded to include more budget allocations for recreation and leisure service.

4) It was recommended that additional legislation be proposed to include continued funding for the Special Project for Physical Education and Recreation for the Handicapped which is about to terminate.

Additionally, it was recommended that this project be housed in the State Office of Parks and Recreation.

It was recommended that advocacy systems be created to enforce existing laws that protect children's rights to education. It was not felt that a new legal system was automatically needed; part of the problem was that existing laws were not being carried out.

Recommendations on Mental Hygiene and Social Services - Cont.

- Physical Education departments should have programs and facilities designed for the handicapped. Ex basketball standards with larger hoops for the ball to go through.

- Transportation thought on the state and county is a major problem. There should be more effective coordination of transportation resources of the county and state. Possibly achieved through a coordinator.

- The state should develop a better definition of what and who is handicapped.

- The state through Parks and Recreation Department and private and public agencies should develop a more adequate funding formula for those individuals under treatment or involved in agencies or recreation programs.

- State legislation should enact laws that create barrier free facilities as part of any funding program, i.e., the M.T.A.

Recommendations on Parks and Recreation - The following statement was recommended by the session:

The Department of Parks and Recreation hereby authorized, and it shall be its duty, within the funds appropriated, to develop, establish, maintain and control recreational facilities, programs and services designed to meet the needs of handicapped persons.

The sum of ____________ is appropriated to carry out such duties.

Supportive Recommendations:

- Provide municipalities with financial aid for elderly and youth newly established Parks and Recreation Department - not Social Services or Education.

- Let politicians know about problems presented by Recreation for the Handicapped.

- Buildings should provide access for the handicapped; buildings used by the general public; disregard financing.

- Tax incentive program for public buildings which limit architectural barriers, given by state not county.

- Transportation of handicapped through a transportation association fund.

- Revenue sharing in Recreation:
  a. Priority of handicapped is not stated in local level
  b. New programs with revenue funds.
  c. Legislation on distribution of funds.

The workshop *NEEDS* your input to:

- gain a better understanding of the problem and how it effects services and programs in physical education and recreation for handicapped persons.

- review thru workshops:
  Current pertinent laws
    1. relevancy of laws
    2. disregard of laws and individuals civil rights.
    3. proposals for new laws
    4. enforcement of the law
    5. responsibility after passage of the law (the citizen, the state, the municipality)

  Legislation
    1. review of proposed legislation dealing with the handicapped:
        a. 1973-74 session
        b. 1974-75 session
    2. highlight any legislation covering area of physical education and recreation in New York State.

Workshop leaders will be key professionals from Park and Recreation Departments; Physical Education Departments; Municipal and County Government; Mental Hygiene; Social Services and Health; and the Division for Youth.

Albany *NEEDS* to know . . . and will through a report of the activities and presentations at the workshop. Copies will also be mailed to workshop participants for advocacy.

Sponsored by
Westchester County Parks and Recreation Society
and
Southeast Zone Association for Physical Education and Recreation; Bureau for Mentally Handicapped Children, The State Education Department; Westchester County Office for the Handicapped.

We *NEED* to know by April 22nd if you plan to join

Fill out Registration form on back page . . .

Return the following registration form to:

Mrs. Joan Gyesky
Dows Lane
Irvington, N.Y. 10533

Please include $5.00 to cover the registration fee and lunch.

Checks should be made payable to WESTCHESTER COUNTY RECREATION AND PARK SOCIETY.

Name .... **Phone No.** ....

Agency ....

Address ....

Please, indicate your first two preferences (1st, 2nd) of workshops

——Parks and Recreation ——Municipal and County Government
——Physical Education ——Social Services and Health

FOCUS III . . .

NEEDS you at a

Laws and Legislation on Physical Education and Recreation Services for the Handicapped Workshop

Friday, May 2nd **9:00 am - 4:00 pm**

Roger Smith Hotel
White Plains, New York

APPENDIX N

TRAINING SEMINARS

PROGRAM
OF
SEMINARS FOR
PHYSICAL EDUCATORS AND COMMUNITY RECREATION DIRECTORS

Conducted for the State of New York
Planning and Development Team
and
Task Force Committee in
Westchester County

Sponsored by
The University of the State of New York
The State Education Department
Division for Handicapped Children
and
Westchester County Department of Parks, Recreation and Conservation

These seminars have been made possible by funding awarded to the New York State Board of Regents, State Education Department, Division for Handicapped Children, by the United States Office of Education, Bureau for Education of the Handicapped, Dividion of Training Programs Grant Number OEG-0-72-4303, Project Number H213160B, PL 91-230.

PRC

COUNTY OF WESTCHESTER

DEPARTMENT OF PARKS, RECREATION AND CONSERVATION

COUNTY OFFICE BUILDING, WHITE PLAINS, NEW YORK 10601

ALFRED B. DEL BELLO
County Executive

JOSEPH W. HALPER
Commissioner

MATTHEW O'CONNELL, Director
Office for the Handicapped
761-7522

RECEIVED
SEP 9 1974
BUREAU FOR [illegible] HANDICAPPED
CHILDREN

September 3, 1974

TO: WESTCHESTER COUNTY DISTRICT/SCHOOL ADMINISTRATORS
MUNICIPAL RECREATION DIRECTORS

We are pleased to announce that a series of twelve (12) Training Seminars regarding the Developmentally Handicapped, will be conducted for Physical Educators and Community Recreation Directors by New York University through its Center for Educational Research and Field Services under the direction of Professor Doris Berryman, and assisted by Professors Claudette LeFebvre, Raymond Weiss and William Karper. This program is being coordinated, in cooperation with Westchester County Department of Parks, Recreation and Conservation and the New York State Bureau for the Mentally Handicapped. *

The purpose of the Training Seminars is to create a better understanding, as to the needs of the Developmentally Handicapped, as they relate to Physical Education Programs and Recreational Activities in schools and communities.

Now that local schools and municipalities are going to be more involved in the education of the handicapped, it is necessary to upgrade the delivery of improved service to the handicapped. Therefore, a program of this nature is imperative to bring about the best results in the school districts.

There will be no fee for this service, and a Certificate will be awarded upon successful completion of the program. However, due to the expressed interest that has been noted, the number of applicants will be limited to twenty-five (25), in order to avoid overcrowding and to secure the best possible results for all.

Enclosed please find an outline of the course schedule with the topics to be discussed, the date, time, and the location of the classes.

If there is any further information that you require, please do not hesitate to contact me.

Matthew O'Connell, Director
Office for the Handicapped

New York University

School of Education
Center for Educational Research and Field Services

51 Press Building
Washington Square
New York, N.Y. 10003
Telephone: (212) 598-2898, 3425

RECEIVED
SEP 9 1974
BUREAU FOR MENTALLY HANDICAPPED CHILDREN

New York University through its Center for Educational Research and Field Services will conduct a series of 12 Training Seminars in Westchester County for physical educators and community recreation administrators under the direction of Professor Doris Berryman. Professor Berryman will be assisted by Professors Claudette LeFebvre, Raymond Weiss, and William Karper. An outline of topics, location of classes and a time schedule follows:

Date and Time	Topics to be discussed	Location of class
Sept. 24th 9:30-11:30	1. Purpose of training program 2. Basic concepts of adapted physical education 3. Basic concepts of therapeutic recreation	Pace
Oct. 1st 9:30-1:00	Mental Retardation: Implications for physical education and recreation (assessment needs, record keeping, concepts of activity analysis, information sharing)	Westchester Association for Retarded Children
Oct. 8th 9:30-11:30	Workshops on development physical activities for retarded children	Pace
Oct. 15th 9:30-11:30	Demonstration and Laboratory with children on physical activities for retarded children	to be announced
Oct. 29th 9:30-11:30	Review and Discussion	Mental Retardation Institute
Nov. 12th 9:30-11:30	Activities and program planning for mentally retarded teenagers and young adults	Pace
Nov. 19th 9:30-11:30	Minimal Brain Injury and Perceptual Impairment: Implications for physical education and recreation	Pace

Date and Time	Topics to be discussed	Location of class
Nov. 26th 9:30-11:30	Legislation and advocacy in relation to physical education and recreation for the handicapped	Pace
Dec. 3rd 9:30-11:30	Sensory Impairments: Implications for physical education and recreation	Pace
Dec. 10th 9:30-11:30	Physical Disabilities: Implications for physical education and recreation	Blythedale Hospital
Dec. 17th 9:30-11:30	1. Coordinating school and community physical education and recreation programs for the handicapped 2. Discussion of suggested immediate and long range plans for improving services in Westchester County	to be announced

This schedule of topics and location can be modified by mutual consent or as participant needs dictates.

Participants will be selected by the Westchester County Commission of Parks, Recreation and Conservation. At the close of the final session, the School of Education will award certificates of attendance to those participants involved.

- -

Please return by September 18th

I will attend Training Seminars on Tuesday mornings from 9:30 to 11:30, from September 24th to December 17th.

Name____

Address____________________________ Tel.____________

School and Agency________________________________

Return to: Matthew O'Connell, Director
Office for the Handicapped
Room 618 County Office Building
White Plains, New York 10601

Westchester County Task Force Committee on Physical Education and Recreation for the Handicapped requests $2,500.00 in funds from the Special Project to conduct educational in-service training and enrichment seminars.

OBJECTIVES

The rationalle is to develop existing skills, change prevailent attitudes for the purpose of implementing programs benefiting the handicapped.

The program meets the objectives of the County Parks and Recreation Department and has the fullest support of the Parks and Recreation Department Commissioner and the County Executive.

The objectives which will be implemented during and following the training seminars are as follows:

1-to cause local committees to develop programs for multi-handicapped, visually impaired, severely emotionally handicapped, retarded and developmentally disabled.

2-to attune people countywide to the need for programs geared to handicapped children.

3-to facilitate countywide dialogue on the issue of physical education and recreation for handicapped children.

4-to cause colleges and universities to develop courses benefiting both special education and general education students in the area of physical education and recreation for the handicapped.

5-to initiate dialogue among general education personnel and parents on the issue of physical education and recreation for the handicapped.

6-to document the basis upon which future planning may occur.

RESULTS AND BENEFITS

The long range benefit expected is that the trained administrators could develop action orientated programs to meet the immediate needs of the people.

APPROACH

Westchester County is divided into nine regions. The seminars would be open to two recreation administrators and two chairmen of physical education (school) departments from each of the nine regions. Other key individuals would be invited.

Over a ten week period, lecturers will present various topics hopefully stimulating social interaction. Graduate credits will be given to the persons attending the seminars.

LOCATION

The seminars will be conducted at either the Westchester County Building in White Plains or at a nearby college.

ADDITIONAL ACTIVITIES

In addition to the training seminars, the Task Force Committee will be conducting two workshops for the benefit of parents, staff and individuals on a commissioner's level.

June 7th the County will conduct FOCUS II on the Handicapped. This will be a demonstration workshop for the benefit of parents and staff.

In September, the County Committee will embark upon another adventure. A workshop will be conducted for the County Commissioners for the purpose of sensitizing them to the needs of the handicapped.

APPENDIX O

MATERIALS AND PUBLICITY FOR PUBLIC INFORMATION

Rush Recreation Department*
5977 West Henrietta Road
Rochester, New York 14543
442-2804 — Mr. Cook

Webster Parks and Recreation Department*
1000 Ridge Road
Webster, New York 14580
872-1000 ext. 21 — Mr. Sexton
Summer day camp ages 8-12

Wheatland Recreation Commission*
22 Beckwith
Scottsville, New York 14546
889-1761 — Mr. Colwell

*Recreation programs not presently offered, although they may be upon parental request.

Funded Through

- **United States Office of Education**
  Bureau for Education of the Handicapped
  Division of Training Programs
  Unit on Physical Education and Prevention
  Grant Number OEG-0-72-4303
  Project Number H213260B
  Public Law 91-230

- **State Education Department**
  University of the State of New York,
  Division for Handicapped Children,
  Bureau for Mentally Handicapped Children,
  Special Project-Regents Research

For further information, contact:
Mr. Douglas Barnes, 461-2800, ext. 160 or
Mr. John Coons, 442-4100.

WHAT CAN YOU DO?

PARENTS:

If your child is not presently involved in a summer recreation program, an after school or weekend recreation program, and or if he is not allowed to participate in a physical education program in school, we suggest the following:

1) If you reside in one of the Prototype counties, (Monroe, Tompkins, or Westchester), a Task Force Committee has already been established to deal with the problem of physical education and recreation for the handicapped. The following persons will assist you:

--WESTCHESTER COUNTY
Matt Dolan, Superintendent of Recreation, Town of Bedford, Mount Kisco, New York, 10507

--MONROE COUNTY
James Raymondjack, Monroe Developmental Services, 797 Elmwood Avenue, Rochester, New York, 14620

--TOMPKINS COUNTY
Robert Cutia, Division for Youth, 108 East Greene Street, Ithaca, New York, 14850

2) otherwise, contact the person in charge of special education in your local school system; or

3) contact a local organization, agency, or association which provides recreation for children.

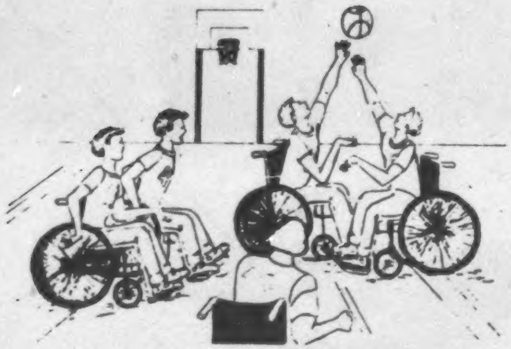
Funded through:

United States Office of Education
Special Projects
Public Law 91-230

Bureau for Mentally Handicapped Children;
Division for Handicapped Children,
State Education Department
University of the State of New York

PHYSICAL EDUCATIO

NEW YORK STATE
AND THE
HANDICAPPED CHILD



and RECREATION

A COMMUNITY APPROACH TO PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

The State of New York is vitally concerned with the physical and social well being of all handicapped persons. The State feels that it has an important role to play in coordinating State services for physical education and recreation for the handicapped as well as assisting local communities in organizing a more effective way of delivering services to this group.

STATE AGENCIES INVOLVED

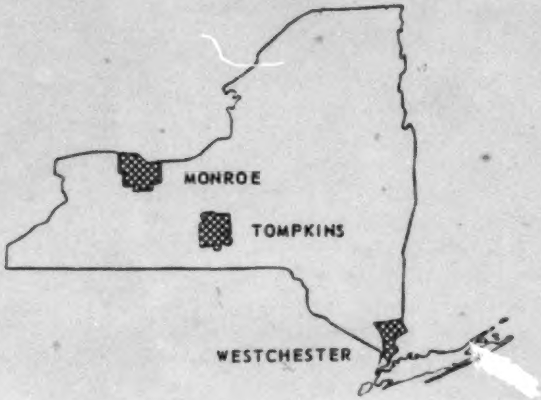
--State Education Department;
Division for Handicapped Children
Division of Physical Education and Recreation
--State Division for Youth
--State Department of Mental Hygiene
--State Office of Parks and Recreation

OUR GOALS

1. To promote public understanding of the need for programs of physical education and recreation for the handicapped.

2. To promote coordination and cooperation among public and private agencies in the planning and implementation of these programs.

3. To establish an inter-agency approach to the planning and implementation of these programs on the State level.



ACTIVITIES

--The organization of three models
Urban model-Monroe County
Suburban model-Westchester County
Rural model-Tompkins County
--The organization of State and regional institutes and workshops
--The providing of consultative services

WHY?

--To provide organizational and programmatic alternatives that may have specific relevance to other parts of the State where interested persons and groups can come and observe, ask questions and carry away ideas.

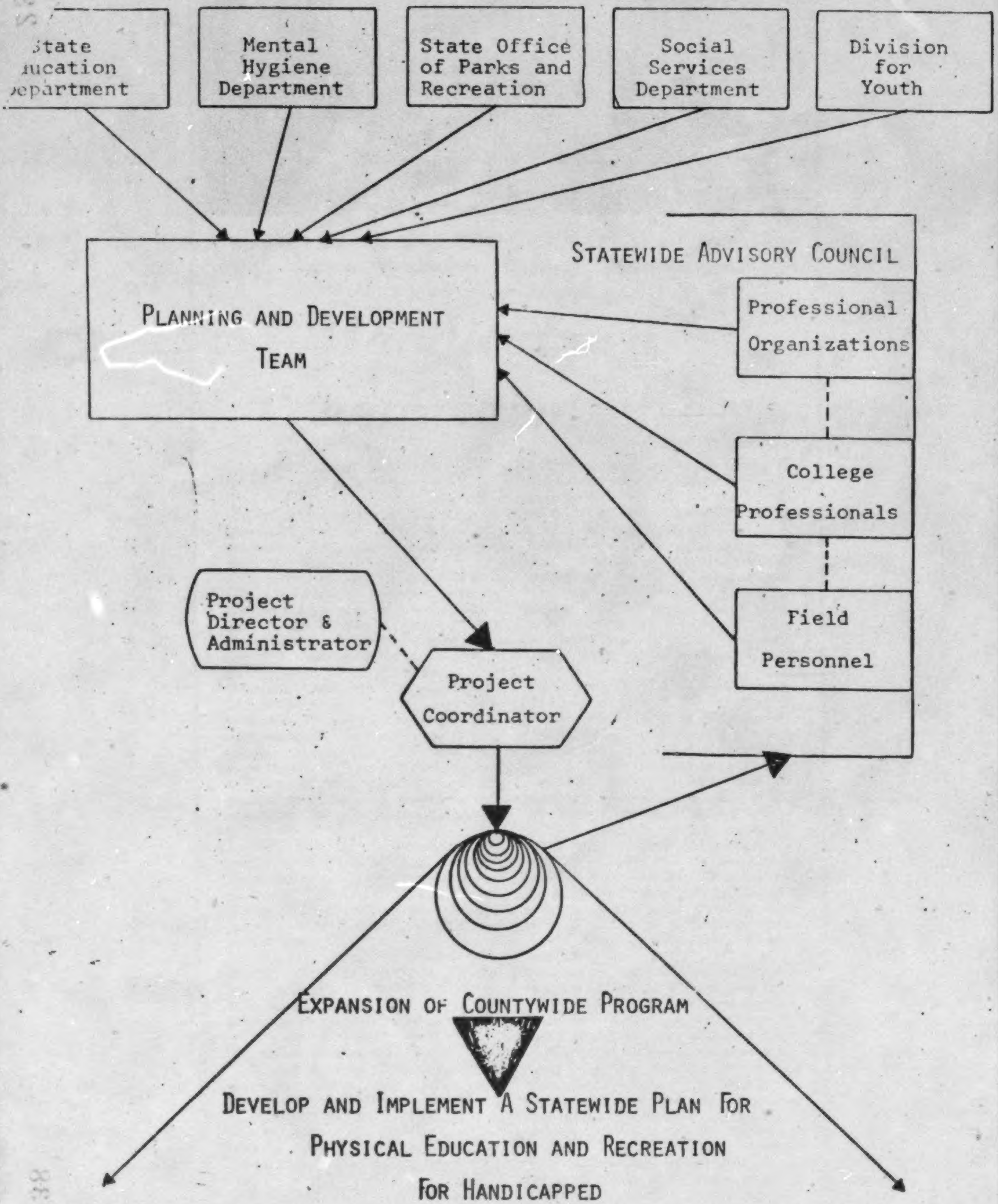
ADMINISTRATORS of schools, public and non-public agencies, organizations, and associations:

If every concerned citizen or group of citizens joined forces with those already engaged in helping the handicapped, all of the handicapped could lead fuller and more productive lives... and a great many might never become handicapped at all.

The campaign is to replicate the existing proto-types throughout the State. If you would like to be connected with this Project, and wish assistance:

1) contact the proto-type county representing your geographical region (urban, suburban, or rural); and

2) contact the Project Coordinator, David J. Szymanski, Bureau for Mentally Handicapped Children, State Education Department, 55 Elk Street, Albany, New York, 12224.
Telephone (518) 474-3357


State
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State Office
of Parks and
Recreation
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Division
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PLANNING AND DEVELOPMENT
TEAM
STATEWIDE ADVISORY COUNCIL
Professional
Organizations
College
Professionals
Field
Personnel
Project
Director &
Administrator
Project
Coordinator
EXPANSION OF COUNTYWIDE PROGRAM
DEVELOP AND IMPLEMENT A STATEWIDE PLAN FOR
PHYSICAL EDUCATION AND RECREATION
FOR HANDICAPPED

State Taps County To Aid Handicapped

Erie County has been designated by the State Education Dept. as a "model county" to develop a coordinated community program to aid the handicapped, County Executive Edward V. Regan announced Friday.

It will be temporarily headed by Thomas M. MacKinnon, county parks and recreation commissioner, who said the designation was accompanied by a $10,000 grant that will be used to hire an intern to work on the program.

MacKinnon said the state's Div. for Handicapped Children has also authorized the county to apply for an additional $10,000 federal grant to conduct training seminars for persons who work with the handicapped. The training would involve new approaches to physical education and recreation for the handicapped.

Working with MacKinnon on the project will be: Dr. Hank Mann of Buffalo State College; Dr. Harold Shepard of Erie County BOCES II; Richard Laskowski of the State Div. for Youth; Dr. James Warde, county mental health commissioner; Assemblyman Chester R. Hardt, R-Amherst; and Brian Rusk, an aide to Hardt.

On a related matter, MacKinnon said he has been pushing for state legislation that would provide state aid of 25 cents per handicapped person in the county to finance projects that would make public facilities more accessible to them.

He said the legislation would mean between $27,000 and $30,000 for the county and would be used in part to make park facilities more convenient for handicapped persons.

The project would include such things as installing hand rails and ramps at park buildings and altering rest rooms to make them accessible to persons in wheelchairs.

BUFFALO EVENING NEWS

Park Changes to Aid Handicapped

Erie County plans to use a $10,000 equipment fund to revamp the Chestnut Ridge and Emery Park playgrounds so that youngsters in wheelchairs can use the facilities alongside children who are not handicapped.

County Executive Regan and Parks Commissioner Thomas M. MacKinnon announced the program Friday when they met with representatives of the Rehabilitation Association of Western New York in connection with Barrier Removal Week starting Monday.

Luther Burnette, association president, gave the officials a 93-page guide listing 275 buildings in Erie and Niagara Counties which are accessible to disabled or elderly persons. The book is designed to encourage modifications to accommodate wheelchairs.

Mr. MacKinnon related that the playground program grew out of monthly meetings in his office with agencies serving handicapped persons. He noted that 110,000 county residents were found in the 1970 census to suffer from some handicap.

As a parting shot, association officers proposed building a ramp to bypass four steps in the bridge linking the Rath County Office Bldg. and Main Place Mall so wheelchairs can negotiate the route.

"We can certainly work on that," said Mr. Regan.

BROOKLYN COLLEGE PROFESSOR EDUARDO DROGUE
... speaks with director Matthew O'Connell, right

Handicapped help themselves

By RICHARD SANDZA
Staff Writer

Next time you see a person in a wheelchair and want to fall in behind and push — don't. Handicapped people don't like that.

So says Matthew O'Connell, a 40-year-old quadriplegic who has been in a wheelchair almost 20 years. O'Connell, of 225 W. Post Road in White Plains was chosen by county executive Alfred B. DelBello to head the newly created office for the handicapped.

"Many people think the handicapped are to be pitied. Many are overprotected. I know my limitations. If I want someone to do something for me, I'll ask. People have the idea that when they see a man in a wheelchair, they want to go to his aid. This can be good or bad. The handicapped person should first ask." O'Connell said.

LIFE HAS gotten better for the handicapped, O'Connell says. The television show, "Ironside," in which Raymond Burr portrays a detective confined to a wheelchair, has helped change public attitudes toward the handicapped.

"It's getting better. I'm more optimistic, the handicapped are getting more exposure. (Ironside) helped. He was independent and he got his job done. He wheeled his own chair."

The county office of the handicapped had its inaugural meeting in the basement of a county building at 85 Court Street, White Plains, Friday.

Although the office was created in January, Friday's meeting was the kick-off, and was planned to announced the office and its function to the handicapped of the county.

O'CONNELL'S "wild guess" of the number of physically, mentally, emotionally handicapped in the county is at about 150,000. The nature of handicapped people makes it more difficult to find out exactly how many there are in Westchester county.

O'Connell's first meeting gave him some indication of how many handicapped are interested in receiving help from his office. More than 200 persons, many of them in wheelchairs, turned out for the meeting. Of these several were administrators of handicapped programs in the county.

STUDENTS FROM Blythedale Children's Hospital in Valhalla, Westchester Association for Retarded Children in White Plains, Yonkers Rehabilitation Center, Burke Rehabilitation Center in White Plains, and other institutions listened while the meeting's guest speaker spoke of the problems of the handicapped.

Prof. Eduardo Drogue, dean for handicapped students at Brooklyn College, spoke about what he has done to make college life easier for handicapped students. Drogue, himself confined to a wheelchair, said when he took over the post at the college there were seven handicapped students. Today there are more than 200.

O'Connell was hurt in a swimming accident in Hudson Park in New Rochelle in June of 1956. He spent 10 years in and out of hospitals and then seven years at college and graduate school.

O'Connell said he plans to work toward improving housing, transportation, job placement and referral services for handicapped persons. These and any other problems a handicapped person may encounter will be handled by O'Connell or his assistant, Stephen Barish, who also serves as driver of the special van the county provided O'Connell. O'Connell's annual salary is $12,630.

Handicapped fight structural barriers. . .

By RICHARD SANDZA
Staff Writer

What do curbs, phone-booths, escalators, revolving doors, and water fountains have in common?

These everyday conveniences that make life easier for most people make life miserable for the handicapped.

Persons in wheelchairs, on crutches, without sight, and those with other physical deformities call these things that aggravate their limited mobility, as do architectural barriers.

The solution, according to State Assemblyman Peter Sullivan, R-White Plains, is to require builders and developers to keep the handicapped in mind when Planning buildings, apartment houses, theaters, stores, stairways, and streets.

SULLIVAN has submitted legislation to require the builders to do just that.

Ramp curbs, larger bathrooms, ramps leading into buildings, lower water fountains, and other subtle additions to buildings will be included in public places if Sulllivan's bill is passed.

Sullivan met Thursday with several persons interested in eliminating the architectural barriers,

Matthew O'Connell, a quadriplegic who heads the county office for the handicapped and his assistant Steve Barask, attended the meeting, as did Leo Zamorey, chairman of the Committee to Eliminate Architectural Barriers, and White Plains Buildings Commissioner Severio Innamorato.

The purpose of the meeting was to determine what amendments Sullivan's assembly bill may need to get through the legislatire.

The original draft of the bill calls for the state building requirements to conform with a set of standards set forth by a the Building Officials and Code Administrator's (BOCA) institute, a national group that has put out guildelines for more uniform construction design.

The group decided the bill would have more of a chance if it was amended to limit adoption of the BOCA standards that refer to architectural barriers and fire codes. Even with those changes Sullivan was not optimistic. "As much as I'd like to get it passed this year, I don't think it has much of a chance," he said.

. . . and seek advances in their civil rights

By GEORGE GIOKAS
Staff Writer

Physically handicapped people are trying to eliminate more than architectural barriers.

A nationwide organization for the physically handicapped brought its cause to Westchester Thursday and asked for help to eliminate not only physical barriers in buildings but also civil rights barriers.

"The modern civil rights movement began when a black woman would no longer ride in the back of a bus. We can't even get on a bus," said Rosemary Gianuzzi, founding president of the New York Franklin D. Roosevelt Chapter of the National Association of the Physically Handicapped.

Speaking to handicapped patients and staff members of the Burke Rehabilitation Center in White Plains, Miss Gianuzzi said, "Civil rights must not only be pursued by eliminating acts of commission, but by eliminating acts of omission, and we should first focus on the New York State Civil Rights Law and see if it can be practically enforced and if it effectively restores equal opportunity."

MISS GIANUZZI, herself stricken with a rare crippling muscle disease in 1961 and now paralyzed in both arms and legs, explained the goals of the organization: raising funds for the group, screening and lobbying for legislation for the handicapped, eliminating architectural barriers, employment, and improving transportation and consumerism.

"We face a situation where wheelchairs that cost $200 in England cost $500 or $600 in the United States. This is not an isolated example of overpriced products in the physically handicapped consumer market. We will work with manufacturers and government agencies to bring about fair price for both the consumer and manufacturer . . . or we may distribute more reasonably priced products ourselves," she said.

> **'We are reaching out to you, the Westchester handicapped, for help. We need all we can get.'**

"The chapter membership," she said, "has set a high priority on the transportation. Where transportation is $30-$40 per trip it limits any type of travel and makes a meaningful social life impossible. Ironically, many times the cost of transportation is greater than the handicapped can earn."

Miss Gianuzzi, 35, was recently the victim of theft. Thieves stole a van her father uses to drive her to movies, social events and to family gatherings. The van was stolen from her Astoria, Queens home. The van has yet to be found and her father can't afford to buy another. She is also graduating from Fordham University this June and plans to go to graduate school to study social sciences.

Employment of handicapped people is also lacking, she said. "In Europe 70 per cent of the disabled including the severely disabled are employed. In this country only 30 per cent are employed. Apparently affirmative action is not affirmative enough."

Miss Gianuzzi, a resident at Goldwater Memorial Hospital on Roosevelt Island, also told listeners that the organization is also involved in trying to form a pilot barrier free village in Saugerties, N.Y.

"WE ARE REACHING out to you, the Westchester handicapped for help. We need all we can get," said Frank Merhson, the organization's current president.

"This organization is a great necessity," said Dr. George Vitarius, chief of Orthotics at the Burke Center. "From their point of view they could say they're being discriminated, but it's really a lack of information on the part of the general public. It's hard for the public to understand. And the handicapped who are rehabilitated are not asking for charity."

"At the moment I don't know of any facility providing partial needs for the severely disabled in the metropolitan area."

4/11/75

Handicapped office opens

By BARBARA COATS

WHITE PLAINS — Westchester's Office for the Handicapped was launched this week with an information-exchange meeting at the county public health building here.

The office, established by County Executive Alfred DelBello as part of his department, is said to be the only one of its kind in the state.

Matt O'Connell, office director, a 40-year old quadraplegic, says most governmental bodies that focus on problems of the handicapped are simply part-time advisory councils. Mr. O'Connell knows of no other office like Westchester's.

Purpose of the two-man office is to offer counselling for handicapped persons, provide referral services, develop legislation that would aid the handicapped, and search for federal and state funds for handicap programs.

Mr. O'Connell holds a master's degree in rehabilitation counselling. He first met Mr. DelBello during the county executive's 1973 political campaign, he told Patent Trader this week.

During the campaign, Mr. DelBello visited a meeting of Handicappeds in Progress, a primarily social group for handicapped persons. Mr. O'Connell was president of the group.

After that, the idea for a county office developed. The office, with its first-year funding at $33,445, is one of three special offices coordinated by Orial Redd, assistant to the county executive for human development. The other two offices are the office for youth and the office for the aging.

Part of the county's commitment to the handicapped has been the building of ramps in the county office building to accommodate wheel chairs. There is also a special section designated near the building's parking garage for parking for handicapped persons.

The county also has purchased a van and outfitted it with a hydraulic lift to transport persons in wheel chairs. Mr. O'Connell uses the van when he goes out from his office to consult with other agencies who deal with handicapped persons.

Most private agencies for the handicapped deal with persons who have one particular affliction. There is very little coordination between groups.

Another function of the county office is to act as liaison between the various private and public groups.

Mr. O'Connell, with his staff assistant Steve Barish, is developing a survey of the handicapped population in Westchester in order to gear the new office to better serve county residents.

Mr. O'Connell, victim of a swimming accident several years ago, now holds a degree in psychology from Mercy College and an MS from Hunter College. He began his studies after his accident immobilized him, he told Patent Trader, because he did not want to just sit around, mope and waste his life.

Staff photo by Ted Kaplo

HELPING HANDICAPPED persons, like himself, Mat O'Connell, a quadraplegic, has taken the job of directo of Westchester's Office for the Handicapped. The office said to be the only one of its kind in the state, wa launched by Mr. O'Connell and County Executive Alfre DelBello this week.

IE CANAL NEWS

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The Holley Standard

HAMLIN HERALD

-4787

WEDNESDAY, AUGUST 21, 1974

31 S. MAIN ST. BROCKPORT, N.Y.

Handicapped Program Expanded

ear old task force
icapped in Brock-
being enlarged to
Monroe County
eau on Recreation
Education for the
. The task force,
committee of
ho are concerned
the needs of the
handicapped in recreation and physical education, is chaired by Dr. Ron French. Dr. French is currently in charge of the program at Brockport State College which is providing gross motor training for the handicapped. Fifteen Brockport children, have been participating in the program.

Mrs. Nancy Harkin, who was responsible for the entrance of the area youths into the present program, is developing the new Monroe County Resource Bureau which is to be housed in the Recreation Department at the college.

Mrs. Harkin said that the greatest need is for those people who have needs of who can identify needs in the community to come forth and make themselves known. She also said that "local programs for the handicapped have been established and well received by the participants. However, the participants represent only a small percentage of those children who could profit from the activities that are adapted and modified to meet their needs. Further there is an unfortunate lack of programs operated for meeting the needs of handicapped adults."

For more information on the Resource Bureau or the Task Force, contact Mrs. Nancy Harkin, 28 Candlewick Drive, or Dr. Ronald French, Physical Education Dept., State University College at Brockport.

The Yardstick

County of Erie

Office of County Executive

PROCLAMATION

WHEREAS, the County of Erie Parks and Recreation Department is sponsoring a day long workshop entitled: "MEETING THE NEEDS OF THE HANDICAPPED" to be held at the Campus School, State University College at Buffalo, on September 21, 1974 from 9 a.m. to 4 p.m.; and

WHEREAS, the Office of the County Executive, County of Erie shall preside over the first meeting of a Building Barriers Prevention Committee on September 20, 1974; and

WHEREAS, the County of Erie recognizes the Handicapped population of the County of Erie to be 130,279 or 11.7 per cent of the total County population of 1,113,491; and

WHEREAS, transportation of the Handicapped population presents one of the greatest problems in providing Recreation Programs for the Handicapped; and

WHEREAS, the September 21, 1974 workshop, will attempt through panel discussions and speeches presented by experts in the field of Recreation and the Handicapped to create innovative, comprehensive programs for all Handicapped people; and

WHEREAS, the Building Barriers Prevention Committee will strive to provide greater accessibility in all public and private buildings in Erie County for the physically handicapped; and

WHEREAS, the County of Erie will attempt to promote greater public awareness of the problems of its handicapped population concerning recreation and transportation; and

WHEREAS, the County of Erie will attempt to promote greater cooperation between government and private agencies dedicated to the eradication of societal and environmental barriers hampering the freedom of the Handicapped;

NOW THEREFORE, I, EDWARD V. REGAN, Erie County Executive hereby proclaim September 20-27, 1974 as

"RECREATION FOR THE HANDICAPPED WEEK"

in Erie county and invite all citizens to attend the workshop, designed to bring constructive programs into the community and schools to enrich the lives of the Handicapped and which will offer the Handicapped an opportunity to eliminate building barriers with the concerted help of the Building Barriers Prevention Committee.

IN WITNESS WHEREOF, I have caused
to be affixed the Seal of the Co
of Erie this _____ day of ________
1974.

PHYSICAL EDUCATION AND RECREATION PROJECT ENTERS FINAL PHASE. The Division for Handicapped Children has received federal funding for a third and final year for a special project entitled "A Coordinated Community Approach to Physical Education and Recreation for the Handicapped." Three interns will assist Task Force Committees in Erie , Monroe and Westchester Counties in developing prototypical models for the implementation of services to the Handicapped.

Each intern brings to the project a unique emphasis. Mr. Brian Rusk, the Erie County intern, has an extensive background in political science. Mrs. Nancy Harkin, who is experienced in working with recreational agencies, will work in Monroe County. Mr. Matthew O'Connell, the intern for West-Chester County, will be working closely with County offices and departments to heighten sensitivity towards the needs of the handicapped.

For additional information, copies of proceedings of workshops and conferences conducted as part of the project are available on request from David Szymanski, Project Coordinator, Division for Handicapped Children Room 208, 55 Elks Street, Albany, New York 12234.

APPENDIX P

JOB DESCRIPTION OF PROJECT STAFF

STATE COORDINATOR
REGIONAL INTERNS

PROJECT COORDINATOR

Job Description

The Coordinator is responsible for providing administrative leadership and direction to the New York State Development Team and the New York State Advisory Team. It is a responsible position requiring the ability to work with a diversity of professional disciplines and organizational structures engaged in providing physical education and recreation for the handicapped.

Examples of Responsibilities

a. Initiates, coordinates and plans the organization of three local regional committees involving all existing agencies concerned with physical education and recreation for the handicapped.

b. Develops and schedules agenda for state committee meetings.

c. Stimulates regional committees to actively engage in conducting a situational survey in their regions in those two areas.

d. Investigates and prepares applications for possible grants--in aid, to carry out the function of the committees.

e. Develops effective lines of communication.

f. Develops a resource bank of existing services.

g. Develops program proposals and supervises the administration of in-service education groups.

h. Surveys the needs of the regions and working cooperatively with the local committees develops two-day workshops that are geared to specifics, and teacher activity.

i. Works with the students of the cooperating college to assure good exposure to current programs, strengths, and weaknesses, differentiated programs, etc.

j. Develops differentiated workshops to meet a variety of needs
   1. Involve and provide services for the inner-city poor, ethnic groups, or isolated population groups in the state.

   2. Camping services--outdoor education

   3. Paraplegic programs--physical education, recreation

4. Help for the individuals who have a variety of handicapped in classes

5. Multiply handicapped physical education and recreation

6. Physical education and recreation for the homebound

7. Recreational arts and crafts

8. Inter-disciplinary involvement--inter-agency cooperation

9. Dissemination of information

10. Competency geared--quality oriented practicums

11. Parental and student involvement in physical education and recreation

In the past two months, the newly appointed Project Director has added and/or revised the following to his previous job description:

1. Coordinates agencies in counties to cooperatively develop new programs for new clientel

2. Coordinate facilities and personnel to insure adequate use

3. searchs out master teachers and creative and innovative programs and encourage visitations by individuals involved in these programs

4. Coordinates and assists county-inter-county-regional and state communication systems

5. Publicize programs and workshops

6. Stimulates elected officials interested in programs for the handicapped

7. assist in the training of new workers to broaden base of expertise

8. utilizes the State Advisory Council expertise

9. Works with colleges and universities in better preparing Physical Education Graduates

10. develops a bibliography of new and outstanding books for a library in the Division

11. Brings to the attention of local political fathers the needs, what can be done with outstanding programs to encourage loosening of the purse strings for the handicapped

12. Develops materials and resources that can be mailed state requests personnel in need of help

13. Being prepared to journey to trouble spots in state to lend expertise gained from proto-types

14. Assist in remote areas to make people aware of the handicapped and their needs

15. Works with Boards of-Cooperative Educational Services and encourages the hiring of specialists in the handicapped area and assists in the initiation of new program

INTERN JOB DESCRIPTION

Terms of Employment

1. Period of employment will be from July 1, 1974 to June 30, 1975 (12 months).
2. Employment will be for 20 hours per week.
3. Stipend will be $5,000, to be paid in biweekly allotments by the New York State Regents Research Fund, finance administrator for the special project.
4. Intern will be selected by Regional Task Force Committee.
5. Intern will be supervised by a key individual on the Committee, as designated by the Committee.
6. The Committee may stipulate:
    a. that the intern be a student
    b. number of courses or credit-hours to be taken
    c. type of courses, such as public administration, municipal recreation, physical education, etc.

Duties and Responsibilities

1. Approximately 5-10 percent of the intern's time will be relegated to activities governed by state-level requirements such as:
    a. attending three-day internship training in Albany
    b. submitting periodic progress reports to Project Doordinator and Planning two Developmental teams;
    c. submitting final report of the regional activities of the Project;
    d. planning and executing Regional workshops

2. Other functions and activities of the intern will be performed as delegated and stipulated by the Regional Committee.

MONROE TASK FORCE ON PHYSICAL EDUCATION FOR THE HANDICAPPED

Job Description

Rough

Position: Intern

Length of Employment: July 15, 1974 to July 15, 1975; Twenty to twenty-five hours weekly.

Salary: $5,000 stipend

Responsibilities and Duties:

General-

1. Disseminate the philosophy, principles and objectives of the Task Force which the intern will be an active member.

2. Inform the community of agencies, organizations, programs and facilities that are or could be designed to meet the needs of individuals of ALL ages who cannot benefit from "regular" recreational and physical education programs. This will be accomplished by workshops, personal communications, and a brochure.

3. Facilitate the organization of recreational and physical education programs for handicapped in a target community.

Specific-

1. Will spend one week in Albany in various state agencies.

2. Will forward to the Planning and Development team in Albany and the Task Force a written progress report every two months and a final document in July 1975.

3. Will attend the BEH project director's meeting in Washington in Decmeber 1975.

4. Will attend and assist in planning the spring nationwide meeting of directors from twenty-five states in New York.

5. Will develop a Monroe County Resource Bureau on Recreation and Physical Education for the Handicapped to be housed at the State University College at Brockport.

6. Will develop an informative brochure which will list consultants, agencies and programs, funds available, volunteers, transportation and facilities for the handicapped in the county.

7. Will develop, disseminate, tabulate, evaluate resourses and programs in the county for the handicapped.

8. Disseminate materials, films, reprints, VTR tapes and notices directly concerned with recreation and physical education for the handicapped.

9. Develop a county calendar.

10. Will attend Task Force meetings (approximately six per year).

11. Will meet weekly with the Chairman of the Task Force.

For Further Information Contact:

Dr. Ron French, Chairman
Department of Physical Education
Brockport College
Brockport, New York 14420

STATE EDUCATION DEPARTMENT STAFF
(contributing personnel)

Dorothy Buehring, Associate in Education, Bureau for Mentally Handicapped Children, has contributed time and energy, devoting overall effort toward assisting with planning, and organization; writing and editing materials in cooperation with the Project Director; supervising Project activities; and serving as consultant for the Project.

Raphael Simches, Director, Division for Handicapped Children, and Ronald Ross, Chief, Bureau for Mentally Handicapped Children, have been involved in the Project, primarily in a consulting and administrative role.

Secretarial personnel at the Bureau for Mentally Handicapped Children, have been utilized in a variety of activities in conjunction with the Project.

Professional and secretarial personnel in the Division for Health, Physical Education, and Recreation, State Education Department, have assisted in a number of activities.

Other State Departments and Divisions
(contributing personnel)

Professional staff members of the New York State Department of Parks and Recreation and the New York State Division for Youth, have lent cooperation and support to the Project, being actively involved during these months of planning and organization, and serving as consultants, particularly in their own fields of endeavor.

Detail:

A Project Director will continue to utilize the operating State Planning and Development Team and State Advisory Council. After choosing sites for training, the Director will work closely with the Task Force Committee, and the interns in reviewing the surveys to determine present program and needs. The Task Force Committee will be encouraged to establish its priorities among their needs. The State Advisory Council will assist in the establishing of the training session. These model programs will be identified and publicized in every available vehicle to encourage visitations. Master teachers will be identified and asked to share their expertise. Working cooperatively, the Task Force Committees will be encouraged to initiate and oversee that programs continue. Strengths in specific areas could be shared, facilities and their use would be enhanced.

APPENDIX Q

NAMES AND ADDRESSES OF PERSONS AND AGENCIES PARTICIPATING IN PROJECT

Edith Ball
School of Education
Department of Physical Education and Recreation
New York University
Washington Square
New York, New York 10003

Reginald Brown, Director
Outdoor Recreation Activities Planning
South Mall, South Swan Street Building
Room 101
Albany, New York 12224

Dorothy Buehring, Associate in Education
Bureau for Mentally Handicapped Children
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Albany, New York 12224

Roger Bunce, Director
Department of Physical Education and Recreation
West Irondequoit High School
Rochester, New York 14614

Robert Caliel, Associate Professor
School of Health, Physical Education and Recreation
Ithaca College
Ithaca, New York 14850

Richard Ciccollela, Regional Director
New York State Division for Youth
2 University Place
Albany, New York 12226

Joseph Conway, Supervisor of Special Recreational Services
Department of Parks and Recreation, and Conservation
County Office Building, Room 618
White Plains, New York 10601

John R. Coons, Director of Recreation
Association for Retarded Children
Al Sigl Center
1000 Elmwood Avenue
Rochester, New York 14620

Robert Cutia, Director
Recreation for Tompkins County
108 East Greene Street
Ithaca, New York 14850

Matt Dolan
Commissioner of Recreation
Town of Bedford
Mount Kisco, New York 10549

Ronald French
Assistant Professor
Health, Physical Education and Recreation Department
State University of New York at Brockport
Brockport, New York 14420

Joseph Gilmore, CBTE Project Coordinator
Bureau for Mentally Handicapped Children
55 Elk Street, Room 211
Albany, New York 12234

George Grover, Director
Division of Physical Education and Recreation
State Education Building, Room 312
Albany, New York 12234

Theodore Kurtz, Associate
Section for Emotionally Disturbed
55 Elk Street, Room 210
Albany, New York 12234

Paul E. Lohner
Director of Programs and Services
Department of Parks and Recreation
and Conservation Commission
County Office Building, Room 618
White Plains, New York 10601

Mr. Thomas M. Mackinnon, Commissioner
Erie County Parks and Recreation
95 Franklin Street
Buffalo, New York 14201

Dr. Henry Mann
Director of Exceptional Children's Education
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Louise Moseley, Assistant Professor
Physical Education and Recreation Department
State University College at Cortland
Cortland, New York 13045

Joseph Petrosino, Field Representative
New York State Division for Youth
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Albany, New York 12203

James Raymondjack, Director
Monroe Developmental Services
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Ronald D. Ross, Chief, Project Administrator
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Raphael F. Simches, Project Director
Division for Handicapped Children
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Albany, New York 12234

Mr. Russell Siraguse
Director, Educational Services
Department of Mental Hygiene
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Joseph Winnick
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